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ABSTRACT

This edition of a newsletter for second language researchers and teachers features an article by Lars Henric Ekstrand, "Report on Organization and Research in Programs of Bilingual and Bicultural Adaptation in Sweden." Programs of instruction in Swedish for immigrant adults and children, including teacher training policies, are described. Second language research projects in progress in Sweden are sketched. Also in this issue are: (1) reports from various second language conferences, (2) a brief report by Thomas Scovel on English as a foreign language in China, and (3) a listing of upcoming conferences and institutes on second language learning. (JB)

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Second Language Acquisition Notes & Topics

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ORGANIZATION AND RESEARCH IN PROGRAMS OF BILINGUAL AND BICULTURAL ADAPTATION IN SWEDEN, Guest Editor: Lars Henric Ekstrand (School of Education, University of Lund, Malmö and the University of Stockholm, Sweden)

I. INTRODUCTION

I will first give a short description of how the teaching of migrants and their children is organized. In so doing, I will have to give some hints how the Swedish school system is organized, and how second language learning is arranged for Swedish pupils. I will give as full a picture as possible within a limited space of the various ways in which immigrants may learn the new language, but also take part in vocational training and general education. I will also outline the efforts that are made in order to maintain the native languages of the immigrants.

In the second part of this report, I will outline the most recent research and development programs that are being undertaken in Sweden. This area has been slow in developing, but is now rocketing.

II. ORGANIZATION

A. Education for adult immigrants.

Starting with adults, adult education in general has progressed considerably during the last decade. Municipal intensive courses in primary and secondary education are provided all over Sweden. Many immigrants need a completed primary school education, equivalent to having finished the 9th (last) grade of the comprehensive school, in order to follow vocational training, and are often found in the municipal programs.

Before being able to follow the municipal adult teaching, the immigrant needs a working knowledge of the Swedish language. According to the law, all employees of foreign extraction may have 240 45-minute lessons in Swedish during working hours. The cost must be borne by the employer, who thus cannot deduct anything from the salary.

The teaching is organized in study circles, arranged by adult education associations, which in turn get government grants to cover teacher salaries and expenses. There are also evening courses in Swedish for immigrants, all free of charge. This arrangement may seem ideal, but there are shortcomings. In the first place, smaller firms cannot be without their labor during working hours. Secondly, not all immigrants want to undertake the effort to learn Swedish properly.

After the first 240 lessons in Swedish, the immigrant can continue the studies, but cannot get his absence from work paid. Also, his continuation is free of charge, however, which is also the case for all immigrants studying Swedish in this organization. In other words, housewives or any immigrants get their tuition in Swedish free, even if they are not employed by anyone.

There are also door-knocking programs in order to engage as many family members as possible in studying Swedish or any other subject, such as handiwork, arts, or whatever. The main reasons are that the educational level of some immigrants may be quite low, and the suburbs, where most immigrants live, keep the wives isolated. Swedish housing is

mainly organized in blocks of flats, while houses are not nearly as common.

Shortcomings in the door-knocking programs are that husbands often become jealous of their wives' activities outside the home, and that many immigrants, having been used to getting the courses in Swedish free of charge, do not want to pay the fees for other courses. Hence, in some projects, fees are reduced or completely paid for by the project.

Immigrants may also be referred to labor market training, organized in LMT Centres. If the immigrant knows too little Swedish, the training is started with a course in Swedish for foreigners.

Similar programs as the above-mentioned are also available for gypsies, who are often completely illiterate. Sometimes whole families go together in literacy programs. Their cost of living is always paid for by municipal and governmental grants.

B. Education of immigrant children.

Immigrant children and youth are defined in terms of the language habits of the home, rather than by nationality, citizenship or other criteria. If one of the parents has another native language than Swedish, the child is an immigrant child. By this definition, about 90,000 immigrant pupils (close to 9%) were identified in the comprehensive school in the academic year 1978/79 (grades 1-9), and about 10,500 students (close to 5%) in the integrated upper secondary school (today all vocational and theoretical training for youths is integrated within one single organization in Sweden).

This very broad definition has turned out to be less useful. First, it does not differentiate between immigrant children who have actually moved to Sweden and those who are born here. These two categories are mostly in very different situations. Secondly, about 18,000 students in the comprehensive school were registered as having Swedish as the home language, i.e. even if one of the parents may have another native language than Swedish, the language of the family may nevertheless be Swedish. Thirdly, the definition has created quite a few surprises in families where one of the parents may have come to Sweden quite young, and now speaks perfect Swedish and identifies him/herself as Swedish.

From what I have heard, the 18,000 students with Swedish as the home language in the comprehensive school will not in the future be entered in the official statistics, but as far as I know, no new definition has been proposed.

The "real" immigrant children, i.e. those who are born abroad, are given tuition in Swedish. From 1977, the Swedish government has reimbursed the Local School Authorities with four lessons weekly for this tuition, for "groups that should be small and homogeneous with respect to age and skills in Swedish" (Memo from Swedish National Board of Education, October 1977). In places such as cities reception classes may be arranged, because the four-lesson resource may be used to hire teachers and form groups that may be given intensive language

teaching for several lessons weekly. In smaller places, the four-weekly lessons may be all that is possible to arrange. Lately, there has been a tendency in some of the bigger cities to arrange teaching in and of the native language during the period of reception. This period usually lasts about one semester. As soon as possible, the immigrant pupil attends his regular class, first in athletics, handicraft and subjects that are considered less language dependent. Later on, the pupil attends all teaching in his regular class (decided on the basis of age alone, but continues to get some weekly lessons in Swedish, perhaps for a couple of years.

Native language teaching (teaching of the so-called home language, and in school subjects with the home language as the medium of instruction) may be arranged to the extent of 1.1 lessons weekly (i.e. the governmental reimbursement to the Local School Authorities). If 10 pupils from the same country, of the same age, are taught together, the number of weekly hours consequently is 11, and so on. This means that classes with all, or almost all, the teaching done with the home language as a means of instruction may be arranged if the number of pupils merits it. In other words, only in the major languages, such as Finnish or Serbo-Croatian, homogeneous native language classes may be formed, as the number of pupils in minor language groups will not be sufficient. Also the size of the municipality or school area has a strong influence of the number of pupils. Thus, in smaller languages and/or communities, maybe only two weekly lessons of home language teaching may be arranged. The resource for the integrated upper secondary school is .75 weekly lessons. "Lesson" as the basis for the organization of teaching is defined as the fee to a teacher for one lesson. This money may to some extent be used for other purposes than salaries.

At present, there is a controvery in Sweden regarding the desirable extent of home language teaching. Some people argue that the native language development is decisive for the total intellectual, emotional, social and language development. Hence all teaching should be done with the native language as the medium of instruction, as long as possible. Others believe that it is more advartageous for the pupils to join the mainstream of the school, in order to do as well as possible in their future careers in the society where they live. As it would lead us much too far to enter into a discussion of pros and cons of the various opinions, suffice it to point out that the size of the language groups, the size of the place of living, and factors of school organization and economy are in fact decisive for how the home language teaching can be arranged.[1]

Home language teaching is an option for the pupils. In the spring of 1978, about 36,000 pupil (41%) took part in the home language teaching, while around 4,000 pupils (4.5%) who wanted such teaching could could not get it.

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[1]There is no controversy, however, over the desirability of some home language teaching.

English is the compulsory, first foreign language in Swedish schools from grade 3 (the age of 9). French or German is the optional second foreign language, from grade 7 on (age 13). Further languages may be taken in the integrated upper secondary school.

C. Teacher training

The adult education associations do not, as far as I know, have any regular teacher training. There may be some in-service courses. The Labor Market Training Centres demand the same qualifications of their teachers as the regular school system.

The only form of teacher training for home language teachers for many years was summer in-service courses. In the fall of 1977, a two-year training has launched at three major Schools of Education. At present, training is given in Finnish, Serbo-Croatian, Greek, Turkish, Danish and Spanish. The curriculum comprises home language theory and teaching methodology, education and educational psychology, social and natural sciences, and Swedish for those who need it. Within this training, there is a four-week program in the native country, with teaching by experts in language teaching and education in the native countries. Travel and living costs are paid for by Sweden, the teaching by the native country. In addition, such experts from the native country come to Sweden for considerable periods of time. As far as I know, this is the first extensive program for home language teacher training in the world.

For some years, primary school teacher training has been provided for teachers with Finnish as their native language within the regular primary school teacher program. Some Schools of Education also have a five-semester pre-school training program for bilingual pre-school teacher trainees.

The home language teacher trainees should be bicultural, but may be dominant in their home language, as long as they have enough working knowledge in Swedish to follow the training in education and sciences. The bilingual pre-school teacher trainees must be as nearly balanced as possible, as they, after training, are qualified as pre-school teachers for Swedish and/or immigrant pre-school children. Government financial support to the municipalities is granted for six-year old immigrant children only (the primary school starting age is 7 in Sweden and Russia, while most other countries have the school start at age 6 or even 5).

Of course, immigrant children can go to nurseries, day-care centres and part-time play groups just as any other children, but home language or bilingual teachers are not usually provided. The reasons are in part lack of staff (which is now being slowly amended by the teacher training program), in part the large number of institutions over which the immigrant children are spread. It is difficult to form groups of children with the same native language, even for the major languages in the big cities. This has aroused a controversy, as some children learn to speak Swedish rather than the native language.

Within the regular primary school teacher training programs (6) semesters), there are options for the deepening of knowledge in certain areas, such as natural sciences, languages, etc. Since 1972 there has been a "Swedish as a second language" option at two Schools of Education (about half a semester).

There are also some university courses available, such as a one-semester course in "Swedish as a second language" at the major universities, intended for certified teachers of adult immigrants. There is also a quarter-semester course in "Swedish as a second language" for those majoring in Swedish as a second language. Occasionally, quarter-semester courses in general immigrant knowledge are arranged. The above-mentioned teacher training half-semester "Swedish as a foreign language" option is also available as a University night course. At least one of the minor university colleges has a half-semester course in general immigrant knowledge.

III. RESEARCH AND DEVELOPMENT PROJECTS

Most of the research on school issues in Sweden is financed by the National Board of Education. Probably considerably more than half of all money available for school research is passed through this authority. There follows here a list of ongoing or recently finished research and development projects on bilingual and bicultural adaptation financed by the National Board of Education

Language Development in Immigrant Children in Sweden (SPRINS). (Project Leader: Gunnar Tingbjörn, University of Gothenburg)

(SPRINS) is working with dictation and essay tests collected from about 1,400 immigrant students and 1,900 Swedish students in grades 2-9 of the comprehensive school. Data are being collected at two sessions with a two-year interval. Contrastive analyses are being carried out. Background variables, such as various first languages, the effects of social group, time factors, etc. are being studied. The association between language development and concept formation is also studied. The focus of this project is clearly linguistic.

The Language Development of Immigrant Children. (Project Leader: Anders Hill, Department of Education, University of Gothenburg)

By means of questionnaires and interviews, various features of the pre-school and school programs are being evaluated. The parents and teachers of 20 Yugoslav and 40 Finnish children have been approached by questionnaires, and the children have been interviewed and given language tests in their native language and in Swedish. The project workers have found that children who have attended linguistically homogeneous reception classes (one native language instead of a mixture, which has been the predominant arrangement so far in Sweden) are more positive towards the home language than those who have attended two or three lessons a week in the native language. (This seems to suggest that home language teaching has been an important feature of the homogeneous reception classes.) A strong association between the parents'

situation and the children's situation, socially and emotionally, has been found. The results are interpreted as pointing towards the importance of improving the social situation of the parents and of strengthening the position of the home language teaching.

Swedish as a Target Language. (Project Leader: Björn Hammarberg, Department of Linguistics, University of Stockholm)

This project is studying errors in written essays by adult immigrants from ten language areas. Theoretical comparisons are being done between the grammatical structure of Swedish and the native languages. Several reports have been published. This project is rather theoretically and completely linguistically oriented. Handbooks for teachers is, however, one of the aims. This project (SSM) and the above-mentioned SPRINS are regarded as pointing out the importance of teachers in Swedish having a certain amount of knowledge in the native language(s) of their students.

English in Preparatory School (EPÅL). (Project Leaders: Lennart Linell and Lars Holmstrand)

(EPÅL) is studying the effects of starting English from grade 1 instead of from grade 3. The total amount of time for English has been redistributed. A large number of classes are being studied. An early start does not seem to pay off in terms of improved results in English, but there seems to be a slight, stimulating effect in Swedish, in spite of fewer lessons in Swedish during the first two years. Other subjects, such as mathematics, do not seem to be influenced. The immigrant students' acquisition of Swedish (= second language) has not been negatively affected by their learning English (= third language). Unfortunately, the first language has not been studied in this subgroup. This project thus rejects two contending hypotheses of early bilingualism: the early optimum hypothesis and the early harmfulness hypothesis.

A Series of Studies of the Social, Emotional and Linguistic Situation of Immigrant Pupils. (Project Leader: Mirko Takač, Department of School Psychology, City of Gothenburg)

The techniques and data treatment are rather crude, but very large groups of subjects have been studied. The results are interesting and provoking, but should be regarded as tentative.

The Immigrants' Opportunities for Cultural Activities. (Project Director: Helmuth Lavicka)

Study circles and door-knocking programs for adult immigrants. Final report was published in 1978. A major conclusion is that the ways of governmental financing of study circles must be changed in order to engage adult immigrants in cultural activities (cf. section "Organization" above).

Adjustment During Labor Market Training - Immigrants. (Project Leader: Bengt Gustavvson, Educational Centre, City Council of Stockholm)

Study of the attitudes towards vocational training and mapped problems of adjustment. Three reports have been published so far. About 50% of the trainees regarded pre-information about courses as insufficient, and more women than men thought so. Very few trainees had received information in their native language. Two thirds had language difficulties during training, particularly when using programmed materials. Most trainees regarded their migration to Sweden as having resulted in a material and economical but not social improvement. The problems diminish with longer stay.

Models for Bilingual Teaching of Immigrant Children. (Project Leader: Horst Lofgren, Department of Education, University of Lund)

Since the former project leader, Prof. Ingvar Johannesson regrettably died in August this year, Horst Löfgren has assumed responsibility. The study has developed into a longitudinal study of four rather small groups of immigrant pupils (N is about 15 per group). The children have been followed from kindergarten on. In grade 1 most of the teaching was done in Finnish, while most of the teaching is done in Swedish in grade 4. Larger groups of pupils in Sweden and Finland are used as controls. Various models which were tried in the start were later dropped in favor of one model of organizing the teaching. A coordinated project has been "Models for teaching immigrant parents," designed to stimulate cultural activities among the immigrant parents and to stimulate the contact between them and the school.

Studies of Finnish-Language Pupils' Linguistic and Social Development During Five Years After Native-Language Based Teaching in Grades 1-3 (FISK). (Project Director: Göte Hansson, Department of Psychology, University of Stockholm)

Three consecutive classes were studied, i.e. N = about 25 per class. All teaching was done in Finnish in grades 1 and 2. In grade 3 Swedish was introduced during six lessons a week, in grades 4 and 5 Swedish was the medium of instruction during 30 lessons a week, while Finnish was taught 5 lessons a week (lesson = 40 minutes). Preliminary results are that pupils in grade 4 speak, read and write both languages about equally well. The association between identity and language skills is weak, but some children do have "multiple identities." These children are good performers in school, but also happen to have "good family conditions."

Evaluation of the 240-Lesson Teaching of Swedish for Immigrant Workers. (Project Leader: Ingela Josefson, Centre for Language Pedagogy, University of Gothenburg)

It was found that the time allotted was insufficient. Only 20% of the participants had enough Swedish skills for the labor market and for vocational training, according to their own and the teachers' judgments. More time, better teacher training, better diagnostic instruments and better and more dictionaries were the suggestions from this project.

- A considerable part of the National Board of Education funds for research and development goes to projects within the authority. One internal project is the revision of the immigrant part of the central curriculum for the comprehensive school (the integrated upper secondary school also has a central curriculum). The rules and suggestions for teaching Swedish as a second language and for home language teaching have been revised and will be valid from 1980. Cooperation with emigrant countries, in part as standing committees, is another within-board project.

  Teaching materials for the teaching of immigrants is an important within-board project. The need for books in native languages, for instance, is analyzed by means of questionnaires. The large number of foreign languages within Sweden makes it impossible to produce such books within Sweden. Regular school books from the emigrant countries are often too difficult for the age levels that they are intended for. Such school books must nevertheless be used to a great extent. The Board of Education continually publishes lists of suitable school books and other materials for teaching in the various mother tongues (in 1977 teaching occurred in about 50 languages in the comprehensive school).

  Teaching materials and books for adults, and for national minorities such as Lapps and gypsies, are being listed within various internal projects. Adaptation of books has been started.

IV. SOME FINAL REFLECTIONS

The heavy migration in recent years poses problems for all countries, but perhaps in particular for small countries such as Sweden. On the one hand, we cannot cope without our immigrants, on the other, strong efforts must be made in order to improve the social situation and the level of education, which are often bad, among immigrants. There may be a risk that ethnocentrism among immigrant groups can lead to the formation of several segregated minority groups, with hostile attitudes towards the majority society and towards each other.

For instance, many immigrants from more authoritarian cultures resent what they regard as absence of norms and general slackness in our school system. One solution for some groups, for instance Greeks, has been to organize their own teaching. After school and during weekends, their children have had to go to school again, now completely in Greek and with Greek teachers. Another "solution" has been to send children back and forth to relatives in the native country, and then perhaps to Sweden again. There is a considerable kernel of truth in the perception of normlessness and slackness in the bringing up of the young in Sweden. A large proportion of the Swedes share this perception, but it is unfortunate if each minority group tries to solve a common problem in its own way.

There is an obvious tendency towards homogenization of language groups within the school system, based on the assumption that the mother tongue is the sine qua non for the intellectual, social, emotional and linguistic development of the individual.

It is perhaps unfortunate that language is the most tangible manifestation of nationality. Language becomes the banner behind which pride of their own culture, the desire for freedom and autonomity and other feelings regarded as positive line up. However, fanatic nationalism, ethnocentrism, separatism and other, less positive attitudes, also gather behind the same banner. Most studies indicate that the association between language and emotional and psycho-social factors is rather weak. Many studies also indicate that second language acquisition is influenced by a very large number of factors, native language being only one, admittedly important such factor. Not all experiences of homogeneous home language classes are as positive as the FISK project mentioned above. The results from Turkish classes in Munich are disappointing, to say the least. Bhatnagar in a study, to appear in the Int. Review of Applied Psychology in 1980, has shown that immigrant pupils from bilingual homes do better scholastically and socially, than pupils from monolingual homes, ceteris paribus, be it homes that are monolingual in the native or the new language. Perhaps the strongest language, or the language of the cultural environment, is a better vehicle for further linguistic and cognitive development than the native language, if this has become a restricted language in various senses.

It seems to me that it is equally important that different groups share each other's cultures as it is thus that these groups maintain their cultures. It also seems to me that individuals must develop multiple identities, become multicultural, in order to create a pluralistic, multicultural society. A society in which multiculturalism is manifested by separate groups only seems to me to be disintegrated rather than pluralistic.

The only way to solve all the problems and conflicts inherent in the present mixing of diverse cultures - which by itself I regard as a positive phenomenon - seems to be careful research, bringing out facts that are so obvious that the interpretation must be made from the facts, not from beliefs that are conceived beforehand. As it is now, I have an uneasy feeling that often obscure results are used to reinforce prevailing beliefs and prejudice.

CONFERENCE REPORTS

REPORT ON THE FIRST NORDIC SYMPOSIUM ON INTERLANGUAGE*, Helsinki, Finland, 27-31 August 1979, by Jack C. Richards (Regional English Language Centre, Singapore)

The symposium on interlanguage studies was a follow-up to the Nordic Summer Institute on Interlanguage, held in Denmark in August 1977, and was financed by the Nordic Cultural Foundation. The symposium took the form of:

(1) Guest lectures
Evelyn Hatch (USA), "The Contribution of Input"

*Although there was no decision to publish the papers from the Interlanguage Symposium, many of them will be published in Scandinavia in various journals and some will appear in the Interlanguage Studies Bulletin.

Elizabeth Ingram (Norway), "Research Methods in Second Language Acquisition"
E. Levenston (Israel), "Questions about Lexical Acquisition"
W. Marton (Poland), "Interlanguage Studies and Language Pedagogy"
E. Tarone (USA), "Communication Strategies"
Jack C. Richards (Singapore), "Speech Acts and Interlanguage"
J. Schumann (USA), "Three Theoretical Perspectives on Interlanguage Development"

(2) Reports on ongoing research by researchers from the Nordic countries and by invited participants from other countries.

This report presents summaries of lectures and research reports received by the compiler.

1. Lectures

Questions About Second Language Lexical Acquisition
E. Levenston, Hebrew University of Jerusalem, Jerusalem, Israel

Several questions, both theoretical and empirical, arising out of the study of L2 lexical acquisition were raised and possible answers (in some cases summarized here in parentheses) were discussed:

(i) Does the distinction between second language acquisition and second language learning have any relevance for the acquisition of vocabulary? (Probably not)

(ii) Does the debate on similarities or differences between L1 acquisition and L2 acquisition, largely conducted with reference to grammar, have any relevance for the acqusition of vocabulary? (Yes -- if the distinction between "compound" and "coordinate" bilingualism is regarded as a distinction between kinds of lexical acquisition process.)

(iii) What factors govern the growth and expansion of L2 vocabulary?

(iv) What individual personality characteristics, if any, affect the learning of vocabulary?

(v) What kinds of research are necessary to help us find answers to these questions? (Performance data analysis, based on elicitation procedures, supplemented by error analysis and lexical contrastive analysis.)

In recent years the emphasis in L2 acquisition research has been on grammar, and these questions have hardly even been considered. The reasons for this neglect were discussed and the need for a shift in emphasis in interlanguage research -- from grammar to lexis -- was underlined.

Some Thoughts on Communication Strategies
Elaine Tarone, University of Minnesota, Minneapolis, MN, USA

This paper attempts to view the notion "communication strategy" from the point of view of the learner's reason for using such strategies as well as their functional effect in conversation. It is suggested that this approach effectively allows one to distinguish among communication strategies, production strategies and learning strategies. Methodologically, this approach suggests that two types of data need to be collected in the study of such strategies: recorded performance data, and introspective data from the learner. Suggestions for future research are given.

Speech Acts and Second Language Learning
Jack C. Richards, RELC, 30 Orange Grove Road, Singapore 1025

The need to expand the goals of interlanguage research from a view of language learning defined in terms of grammatical development to include the discourse patterning of non-native speakers was discussed. A review of areas where non-native realizations of speech act rules contribute to interlanguage features of language learners was presented.

Three Theoretical Perspectives on Interlanguage Development
John H. Schumann, University of California, Los Angeles, CA, USA

This paper was an attempt to describe the genesis and development of interlanguage from Selinker and Lamendella's neuro-functional perspective, Krashen's monitor model and Schumann and Stauble's acculturation model. The questions asked were:

(i) What characterizes the genesis of an IL?

(ii) What linguistic processes are involved in its development?

(iii) What factors promote or inhibit that development?

In addition, an attempt was made to characterize each position with regard to its treatment of the nature of the input to the learner and the conditions that allow that input to become intake. Finally, using the metaphor of the "filter," each perspective was examined in relation to what it had to say about the social-psychological antecedents of fossilization.

2. Reports on Ongoing Research Projects

Reports from the PIF Project
Claus Faerch, Esther Glahn, Kirsten Haastrup, Robert Phillipson, PIF Project, University of Copenhagen, Copenhagen, Denmark

The project is engaged in describing the oral and written performance of a group of 120 Danish learners of English representing dif-

ferent levels of proficiency. From each learner were collected two samples of written English, one of written Danish, and three samples of spoken English (a 20-minute, video-taped conversation with a native speaker of English, a film description, and reading aloud). Research is being undertaken within syntax/lexis, phonology and discourse.

Syntax/Lexis. The written corpus is stored on magnetic tape at the computer centre in University of Copenhagen. The corpus has been tagged with a word-class code. Errors have been identified and coded. Quantitative analyses, such as the calculation of various type/token ratios, are being undertaken. The development of interlanguage vocabulary is being analysed on the basis of concordances and frequency counts. A study of verbal complementation in Danish, English, and the interlanguage of Danish learners of English has been finished (Faerch 1979 b).

Phonology. Within interlanguage phonology, segmental phonetic problems are being studied in their linguistic contexts in each of the different text types. The intonation and rhythm of Danish learners is being analysed and all aspects of the forms of "accent" described, including the contribution of prosodic systems to discourse organization. See further Phillipson (1978).

Discourse. Discourse analysis is initially focusing on metalinguistic cooperation between the native speaker and the learner (communication strategies and native speaker repairs). Some of the problems associated with describing interlanguage on the basis of interactional data are discussed in Faerch (1979 a).

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Phillipson, Robert (1978), "Prosody Errors in English Spoken by Danes," In Nordic Prosody, Eva Garding et al, eds., Department of Phonetics, University of Lund.

Contact. Information about the PIF Project (Project in Foreign Language Pedagogy) can be obtained from PIF, Department of English, University of Copenhagen, 84 - 96 Njalsgade, DK 2300 Copenhagen S, Denmark.

Methodological Problems in Interlanguage Research

Gunnar Hach, Uwe Helm Patersen, Johannes Wagner, German Department, University of Odense, DK-5230 Odense M, Denmark

The paper problematizes some aspects of interlanguage research concerned with the acquisitional order of different structural areas such as:

1) the notions of complexity and simplicity,

2) the register determined dependency of all kinds of data,

3) the generalizability of experimentally isolated areas in learners' interlanguage to the total performance.

In the autumn of 1979 the ISAK-group will initiate a longitudinal investigation of two different Danish school classes in which the acquisition of German will be followed over a period of three years. The investigation will primarily be based on spontaneous oral data.

On the Function of Laughs in Second Language Communication
Rolf Palmberg, Faculty of Education, Abo Akademi, Vasa, Finland

Traditionally laughter has been seen as an expression of "joy, happiness and high spirits." Thus, studies of nursery-school children have shown that laughter is most commonly seen in association with what B. Jones describes as "rough and tumble play." As for adult laughter, the picture is somewhat blurred, as it must be presumed that "social selective pressures" have contributed to its development.

The aim of the present paper is to set up a tentative typology of different functions of laughs as identified in a very special situation, that of second language communication. The data examined originates from an experiment designed to elicit and classify the communicative strategies that 53 Finns (with Swedish as their native language) adopt when, communicating in English, they lack the appropriate vocabulary. The learners were given a series of pictures comprising a story, and were asked to tell that story, first in Swedish, then in English. The Swedish version was assumed to represent their "intended meaning." By "laugh" was understood anything on the "laugh-giggle continuum" that could be identified on tape, from "a full-hearted wide-mouth laugh" to "a little staccato unvocalized expiration, given through the nose if the lips are closed" (I. van Hooff's terminology).

The following functions of laughs were identified: joke signal, "I-know-this-is-not-correct" signal, recognition signal, ignorance/embarrassment signal, pausefiller, relief signal, and delight signal, seemingly ranging from intentional or conscious laughs (whereby the speaker wants to communicate something to the hearer) to primarily unintentional or unconscious laughs (which communicate something about the speaker).

What seems to emerge from the data is a relationship between several of the proposed functions of laughs and the uses of communicative strategies. The ultimate significance of many laughs and most communicative strategies seems to be that of repair behaviour. The

attempts of a learner to keep up communication, although he is temporarily unable to comment due to lack of vocabulary, may, therefore, be studied, linguistically, in the uses of communicative strategies, and, psychologically, in laughs, no matter if primarily intentional (e.g. signals that conscious communicative strategies are being employed) or unintentional (e.g. tension-relieving behaviour).

Research Programme

Lexical communicative strategies employed by Finns and Swedish-speaking Finns communicating in English.

Prisoners of Code-Centred Privacy: Reflections on Contrastive Linguistics and Related Disciplines

Kari Sajavaara and Jaakko Lehtonen, University of Jyvaskyla, Finland

Cross-language communication analysis means comparison of the interaction of two communicative systems. Such research implies the concept of communicative structures, and such structures involve phenomena that go beyond mere grammatical structures. The objective of what was originally devised as contrastive analysis thus expands to the establishment of the similarities and differences in the way in which ideas and messages are conveyed through the chains of communication in two or more languages. Traditional contrastive analysis is still necessary for gathering information about various subdisciplines of linguistic analysis (phonetics, syntax, semantics, lexicon, and text), but the intelligibility of messages must be studied in communicative situations with respect to various criteria drawn from these subdisciplines.

The major tasks of cross-language communication analysis involve two primary areas of research: (i) research on cross-language interaction to deal with problems that are related to the communicative interactional situation, and to find answers to the question of how language learners develop the ability to produce the right kind of cues, both linguistic and non-linguistic and the ability to interpret similar cues correctly; and (ii) research on the problems related to the level of message processing in the language learner, which involves a primarily psycholinguistic approach dealing with the phenomena that lie beyond the horizon of consciousness.

Initially, small-group interaction in seminar-like settings and classroom interaction have been chosen as primary targets, but some research has also been carried out on casual conversations. Several individual studies have been started, and three interactional situations have been selected for examination: (i) situations involving dyadic communication, e.g. phone calls; (ii) small group interaction with a maximum of four participants; and (iii) classroom interaction. The materials from situations (ii) and (iii) have been collected by means of video-taping.

By methods which have been developed for the research programme,

it will be possible to specify the features which characterize native and non-native speaker performance, important for cross-language communication.

Investigation of the Acceptability of Non-Standard Syntactic Features in L2 (Oral French)
Jørgen V. Sand and Søren Kolstrup, University Centre of Roskilde and University of Arhus, Denmark

The investigation was carried out in Grenoble, March 1979, as a pilot study to assess Frenchmen's reactions to foreigners' use of non-standard features that speakers of French use, compared to the reactions to errors that native speakers of French do not use except as mistakes.

The investigation, a test consisting of two rankings, one rating, one error location and followed by a free discussion, seems to provide evidence that the use of non-standard features is widely accepted by the younger generation of French people, whereas most regular errors, especially in verb-complementation, are severely sanctioned.

However, further investigations in the actual syntax of oral French and in the acceptability of the use of non-standard features in (the use of) L2 are needed.

Reports from the Polish-English, Dutch-English Project
M. Sharwood Smith, University of Utrecht, Utrecht, Netherlands

(i) Polder (M.A. Sharwood Smith)

The Polish-English, Dutch-English Research Project is an inter-university project, in Poland and the Netherlands, which aims at stimulating investigations into second language learning and loss. This involves the exchange of ideas and information on research and research seminars for postgraduate students. At the moment, one MA thesis is in preparation that focuses on language loss in young native speakers of English living in a Dutch speaking environment. Another one deals with the acquisition of aspects of the determiner system in English by school children in Holland and Poland (elicitation tests have already been carried out in the countries concerned). E. Kellerman is continuing his investigations into language transfer and psycholinguistic markedness. M. Sharwood Smith is continuing studies into the written performance of advanced learners in terms of feedback and communicative or learning strategies. Three papers were given on the above topics at the AILA congress in Montreal.

(ii) Strategies, Transfer and the Simulation of the Second Language Learner's Mental Operations (M.A. Sharwood Smith)

This paper was an abbreviated version of the paper of the same title due out in Interlanguage Studies Bulletin 4:1 (1979).

It attempts to advance the claim that language transfer is a complex, often creative activity and not the simple mechanism propounded by the behaviourists and still accepted by many of their critics. Reference was made to hypotheses and experimentation pioneered by Kellerman and Jordens into why some aspects of a given source language are and are not transferred in target language performance. As a way of explicating such claims, or at least casting light on them, it was suggested that a useful heuristic devise in research might be to set out the inferred complex chain of decision procedures in the manner of Miller and Johnson-Laird (1976) and others as though the aim were simulation of language behaviour by computers. One distinct advantage would be to give operational definitions for terms such as strategy, creative, etc., which are used with such frequency but often without sufficient clarity. Some examples were given of how this cybernetic, procedural approach might be used to discuss second language performance which is based partly on transfer from another language.

(iii) Transfer and the Bed of Procrustes (E. Kellerman and M.A. Sharwood Smith)

This short discussion paper centred round the ability of even very fluent speakers of a second language to come up with some given linguistic item in the course of spontaneous production. At first sight, what may seem to be the absence of this item in the learner's linguistic repertoire, or at least his or her active repertoire, may actually be the result of a mismatch between that item and the utterance plan that the learner has determined in advance. There is some evidence that learners, for example, use initial or 'proto-' syntactic strings designed for another language in their attempts in a given target language utterance. These strings do duty, then, for more than one language and it is only when target code errors occur as a result of this, or when the learner pauses and makes a last-minute adjustment in order to complete an utterance, that we observe the Procrustean phenomenon: the learner is forced to fit in a word or structure that he or she knows but which in this specific instances does not fit the overall utterance structure, which was initially mastered as a step to producing utterances in another language.

(iv) Problem-Solving and Problem-Shelving (M.A. Sharwood Smith and W. Marton)

This short discussion paper argued that communicating in a non-native language may be fruitfully viewed as a complex problem-solving activity in which at any given stage certain aspects receive a higher order of priority than others. Put another way, certain aspects like, for example, phonological correctness, lexical variety and syntactic correctness may be "shelved." A crucial motion here is that of mental set which establishes priorities like "communicate the basic message," "establish solidarity with the

interlocuteur," "impress the interlocuteur," etc. Problem-shelving in second language learning implies very often that the learner's linguistic resources are not sufficient but what problems tend to be shelved may not always relate to what Krashen has chosen to call "learned" knowledge since it is claimed here that knowledge originally learned by conscious rule application or in other ways prompted by formal instruction may also be accessed via speedy efficient routines in the course of spontaneous production.

The Effects of Language-Specificity on L-2 Learning
Kaj Sjoholm, Department of Education, Abo Akademi, Finland

The aim of the study is to get some new insights in the development of learning strategies over time (especially the development of transfer and non-transfer strategies). The research tools consisted of different kinds of elicitation tests given to Swedish and Finnish speaking Finns of three different age groups. The investigation will later be supplemented by a longitudinal study.

The study presented some data suggesting that L2 expressions showing some degree of markedness (e.g. idioms) tend to be rejected, although potentially transferable. This tendency was true of Finnish as well as Swedish speaking Finns independent of whether the expression was correct English or not. The less marked and unmarked, but potentially transferable expressions were accepted considerably more often than the marked expressions. The data also indicated that Swedes were slightly more prone to transfer unmarked expressions than Finns. The reason for this is probably that Swedes conceive of transfer as a fairly plausible strategy because of the perceived similarity between Swedish and English.

Problems of Concord for Swedish-English Learners and Native Speakers' Attitudes
Ulla Thagg, Department of English, Lund University, Lund, Sweden

The present investigation of Swedish-English learners' concord errors originated in the Swedish-English Contrastive Studies project (SECS), which was begun at Lund University, Sweden in 1972 and had as its major aims to analyze the errors made by Swedish university students of English and set up a typology of their grammatical errors. The concord errors have been extracted from a corpus produced by students at the Department of English, Lund University, from 1961 to 1973. It consists of translation tests and compositions and also includes some spoken material.

It is shown that the relative error frequency is higher when the subject and verb are non-contiguous (i.e. when they are separated by an intrusive element such as a postmodifying prepositional phrase, an adverb or a clause) than when they are contiguous. Further, it is demonstrated that the concord error density, i.e. the ratio 1 error per n words, is fairly high in the spoken material and in the free written material (compositions), only to sink drastically in the bound written production (translations).

The corpus was supplemented with elicited data on points where it was found insufficient. The test series that was administered to groups of Swedish university students of English at Lund included an insertion test, an operation test, and a judgment test.

Since one of the aims of the study is to set up a hierarchy of error gravity, native speakers' attitudes to the errors observed were elicited in an evaluation and a preference test. Native speakers' concord usage was also elicited on some points of difficulty and varied usage in an operation test. The informants were students at Lancaster University, Edinburgh University, and at an Edinburgh teacher training college.

The results of the investigation will be reported in a doctoral disseration (due in 1980).

Lexical Errors in English made by Finnish and Swedish Senior Secondary School Students: A Comparison

Kay Wikberg, Institute for Languages and Literature, Tromsø University, Norway

A corpus of 479 compositions written by Finnish and Swedish-speaking students in the Finnish school-leaving examination were investigated. The aim was to trace possible differences in error types due to the influence of the students' native tongues. Only content words were considered. Errors were classified according to semantic and/or formal criteria including nonce-words, errors of conversion and lexico-syntactic errors. It was found that the Finns made proportionally more errors than the Swedes, but that both language groups made roughly the same types of errors. However, a more detailed analysis shows that each language group had some special difficulties. Thus, the Finns tended to mix up English with Swedish or German (which is their L3.) They were also at a disadvantage when it comes to using certain words which are identical or very similar in English and Swedish but which do not occur in Finnish as loanwords. Swedish learners again were confused by certain cognates and false cognates.

REPORT ON THE REGIONAL SEMINAR ON THE ACQUISITION OF BILINGUAL ABILITY AND PATTERNS OF BILINGUALISM WITH SPECIAL REFERENCE TO SOUTHEAST ASIAN CONTEXTS: RELC, Singapore, 16-21 April 1979, by Jack C. Richards (RELC, Singapore)

This was the 14th Regional Seminar to be held at the Regional Language Centre, Singapore. RELC is an educational project of the Southeast Asian Ministers of Education Organization (SEAMEO). The general object of RELC is to assist SEAMEO member countries in the development of language education in relation to social and economic

development in the multilingual context of Southeast Asia. This is carried out through training and advanced studies programmes leading to postgraduate diplomas and degrees and through seminars, research, publications and information dissemination.

The seminar considered a wide range of situations for the development of bilingualism as well as the interplay of its many types: acquisition of more than one language in the home; the role of preschool, school, and adult language learning; the positive and negative effects of language beliefs, attitudes, and cultural motivation; and the role of bilingualism in modernization and development. The seminar took the form of plenary sessions, panel discussions, and workshops, and attracted 328 participants.

This report focuses on the papers given at plenary sessions. The first two plenary sessions dealt with Social, Cultural, and Cognitive Aspects of Bilingualism.

The seminar opened with "Cognitive, Attitudinal and Social Consequences of Bilingualism" by W. Lambert (Montreal, Canada). Dr. Lambert's paper was presented in his absence by Merrill Swain. Dr. Lambert's paper examined the phenomenon of bilingualism by focusing on the personal and social consequences that follow from a person being bilingual. Questions relating to bilingualism and intelligence, personality development, neurolinguistic processing, and social attitudes were discussed.

In a paper entitled "Languages and Socioeconomic Development: Resulting Patterns of Bilingualism/Multilingualism," Bonifacio Sibayan and Lorna Segovia reported on a study carried out in the Metro-Manila area which examined the hypothesis that socioeconomic advancement of individuals and development of the larger society is related to language acquisition and usage. In a multilingual setting like the Philippines, significant patterns of bilingualism can be derived from the interaction between language and socioeconomic advancement/development which characterize social stratification. A complementary paper by Emy Pascasio examined "Language Attitudes and Motivations of Filipino Bilinguals Toward Pilipino and English." The study investigated the attitudes and motivations of Filipino bilinguals towards Pilipino and English. In general the results of the study were supportive of the policy of using both English and Pilipino as media of instruction in the Philippine schools. David Ingram (Brisbane, Australia) discussed "Aspects of Personality Development for Bilingualism" in the next presentation. Three aspects of personality development relevant to language learning were discussed. Reference was made to the place of values, attitudes and to the model of the world in personality, the role of language learning in developing favourable cross-cultural attitudes, and the use of teaching methods that reinforce the learner's self-concept.

David Wu (East West Center) presented the final paper in the first plenary session, entitled "Multilingual Interaction in Public Places." He focused on "rituals" for social interaction in multilingual contexts, and presented preliminary findings on the structure of interactional exchange in public places in Singapore. Focusing on Goffman's "remedial

ritual" he formulated hypotheses which are relevant to bilingual language acquisition and sociocultural behaviour.

Jack C. Richards (Singapore) and Richard Schmidt (USA) in "Speech Acts and the Acquisition of Bilingual Ability" reviewed the contribution of speech act theory to theories of performance in a second or foreign language, and discussed a wide variety of pragmatic features in the speech of bilinguals which could be traced to non-native realizations of speech act rules.

Plenary Session III was entitled Languages in the Community. John Gumperz in "The Conversational Analysis of Inter-ethnic Communication" illustrated how methods of conversational analysis can be applied to speech events in inter-ethnic communication to demonstrate that misunderstandings and misreading of intent which tend to plague such events, are often due to underlying differences in semantic and prosodic discourse conventions.

Eddie Kuo (Singapore) presented a paper entitled "Measuring Communicativity in Multilingual Societies; the cases of Singapore and West Malaysia." He outlined work on a new Communicativity Index designed to measure the probability that a given language can be used for communication purposes between specified interlocutors in a society. The index can be applied to measure language shift in a society.

T. Llamzon and Koh Beng Lee (Singapore) described "Patterns of Bilingual Ability and Language Use in Three Southeast Asian Countries" measured via a survey of students in Malaysia, Phillipines and Singapore. The study examined domains of activity, circumstances, and the interlocutors in the students' diglossic use of language.

Robert Litteral (Papua, New Guinea) discussed "Factors in the Development of Papua, New Guinea Multilingualism." Features of multilingualism essential for understanding the PNG situation are: active/passive bilingualism, status, sex, method of learning communicative networks, and agents of multilingualism.

Benjamin K. T'sou (Hong Kong) analyzed critical sociolinguistic realignments which often go hand-in-hand with political changes in multilingual societies in a paper entitled "Critical Sociolinguistic Realignment in Multilingual Societies." He presented a dynamic perspective from which the social reorganization in the relationship between language and society could be examined and categorized.

Plenary Session IV was devoted to The Language Codes, Interfering, Switching and Change. Els Oksaar (West Germany) reported on "Linguistic Aspects in the Development of Bilingualism" and discussed some of the main problems in the onset and development of bilingual ability during the period of pre-school age and later. She analyzed linguistic norms and interactional competence of bilinguals and various aspects of interference in their speech.

A report on "Code Switching among Malay-English Bilinguals" by Noor Azlina bte Adbullah (Malaysia) dealt with code switching among bilinguals both from a sociolinguistic viewpoint and in terms of the configurations of the two languages that occur in bilingual discourse.

Acquisition of code distinctions was the focus of "Language Code Acquisition by the Javanese" presented by Soepomo Poedjosoedarmo (Indonesia). Data on acquisition of speech levels in Javanese was drawn from a linguistic description of the Javanese community in Central Java, which is bilingual and diglossic in nature. Problems of learning various codes and speech levels for native speakers were discussed.

Robert Keith Johnson (Papua, New Guinea) in "Developmental Complexity in the Syntax of L1 and L2 speakers of English" discussed an experimental study which compared the levels of syntactic complexity in the writing of first and second language speakers at secondary school and undergraduate levels. The relationship between syntactic complexity and the speaker's maturity and/or communicative intention was also discussed.

The final paper in the session was "Code-Switching in Bilingual Contexts: A Malaysian Perspective" by Irene Wong, which raised general questions concerning the type and significance of English-Malay code switching in Malaysia.

Plenary Sessions V to VII dealt with Bilingual Education and Child Bilingualism. These sessions consisted of detailed reports on the history, nature and implementation of bilingual education policies in different parts of the world. Presentations were made on the situations in "International Schools, European Schools and Experimental Schools" (Hugo Baetens Beardsmore, Belgium); English Canada (Merrill Swain, Canada); Australia (separate papers by M. Rado and J. Smolicz, Australia); Sweden (Pertti Toukomaa, Finland); New Zealand (A. Smith, New Zealand); Northern Territories of Australia (B.A. Sommer, Australia); the Philippines (A. Gonzalez, Philippines); Indonesia (W. Nababan, Indonesia); Thailand (P. Lekawatana, Thailand); India (R.N. Ghosh, India).

Following the plenary sessions, there were parallel sessions on the topics of Preschool and Out-of-School Bilingualism and Adult Language Learning.

Brian Harris (Canada) analyzed natural translations of young children from the point of view of translation types and strategies. Theodore Andersson (USA) examined "Preschool Biliteracy: Educational Implications" emphasizing the potential for literacy among very young children.

Adebisi Afolayan and Ayo Bambose described "The Changing Pattern of Bilingualism in Nigeria" outlining the history of language planning in that country and the merits and problems of implementing a bilingual policy. Annie B. Elliot (Singapore) discussed "The Origins and Reinforcement of Errors When English is Used as L2 in a Southeast Asian Situation," considering the different factors neces-

sary to account for the types of errors made by adult Singaporeans. David Richards (RELC) attempted to account for the highly variable nature of the English of a native French speaker in a paper entitled "On the Contributions of Formal and Informal Environments to Adult Second Language Learning."

Issues raised by the various speakers were discussed in panel discussions and country workshops.

▭ A report containing summaries of all the presentations, summaries of the panel discussion and country workshops is available from RELC, who will also publish a selection of the papers presented in the RELC Anthology Series. Details and information on other RELC publications are obtainable from: Publications Officer, RELC, 30 Orange Grove Road, REPUBLIC OF SINGAPORE.

▶ REPORT ON THE 1979 LSA SUMMER LINGUISTIC INSTITUTE, by James Kohn (Department of English, San Francisco State University, San Francisco, CA 94132, USA)

The 1979 Summer Linguistic Institute of the Linguistic Society of America, held from July 23 to August 31 at the University of Salzburg in Austria, promised an air of Gemütlichkeit and cultural uplift, in company with interesting scholarly presentations. The theme of the Institute was "Biology and Language," and keynote speakers were expected to relate these two disciplines to one another. The Institute was timed to coincide with the Salzburg Summer Festival of musical performance: The city of Mozart would welcome the American laureates of langue, in what promised to be a rewarding joint venture. As might have been supposed, something less wonderful than a fairytale marriage emerged, but in spite of some rough spots, the Institute seemed a success for those who attended.

Before accounting for that success, I would like to mention some of the rough spots. In spite of months of advance notice, the University of Salzburg was less than fully prepared for the advent of the Institute and the administration of the Institute seemed both haphazard and arbitrary: a) textbooks ordered for the courses had not all arrived by the start of the course, and in some cases never arrived; b) those texts that were on sale were priced far above what they sell for in the U.S.; c) a lending library of reprints of copies of articles which the American teachers had brought with them had to be set up at the last minute after the Institute had started; d) students were asked to pay for the use of "the Library," although they were not given check-out privileges; and e) no provision was made for duplicating handouts and other teaching materials. But there were some advantages afforded the students at the University: low-cost housing was available in dormitories and student hotels at a time when housing in the city was at a premium; some special free concerts were arranged by the city to welcome the American scholars; students were able to use the University dining facilities, which were by far the best food bargains in the city.

Administrative formalities aside, the Institute itself presented some genuine attractions. Of interest to readers of SLANT were the courses offered by: Thomas Roeper (U. of Mass. at Amherst) "Introduction to Psycholinguistics" and "First Language Acquisition," Dennis Fry (University of London) "Language Acquisition and the Deaf Child," L. Barblan, J. Gérard and E.L. Rappe du Cher (University of Paris and University of Salzburg) "A Piagetian Approach to Language and Cognition," Lyle Jenkins (University of Vienna) "Second Language Learning," and Harry Whitaker (University of Rochester) "Introduction to Neurolinguistics" and "Seminar in Aphasia." It will not be possible to summarize each of these courses in the context of this review, especially since the reviewer managed to hear only a few of the lectures of several of these presenters. But I believe it is fair to comment that the direction of the remarks of many of the teachers, particularly those of Roeper and Jenkins, stemmed in large part from the theoretical models they used to review the field of language acquisition, and less, at least from the start of their courses, on the results of field studies. It seemed to this reviewer that more attention was being paid to the possibility of language acquisition behavior explaining current linguistic theory than vice versa. But here I must confess my bias as a sociolinguist and ESL teacher.

There were also several other presentations of general interest to all students of applied linguistics. One of the "stars" of the Institute was Charles Fillmore (University of California, Berkeley) whose classes "Introduction to Semantics" and "Conventionality in Language" drew large crowds in the central lecture hall. Fillmore's appeal seemed to lie in his ability to make his material accessible to a very wide range of interest and experience with linguistics present among his students. Another popular lecturer was Robert Lees (Tel Aviv University), whose course "Language and the Genetic Code" and keynote lecture on the same subject shed clear light on what was to have been the theme of the Institute: the relation between language and human biology. Robert Stockwell (University of California, Los Angeles) presented a clear and satisfying "Introduction to Syntax," overcoming, as he had to, the non-appearance of textbooks for the course.

Although some of the classes were not of interest to all students at the Institute, they still attracted a loyal following. Students in those classes accounted for the usual bizarre conversations overheard at any linguistics convention: "Have you disambiguated your Hittite problem yet?" or "What was he saying about the triple X-bars?" Among such courses were those of Frank Heny (University of Groningen) "African Tonal Systems," David Lightfoot (University of Utrecht) "Trace Theory," Thomas Wasow (Stanford University) "X-Bar Theory of Syntax," Roland Hausser (University of Pittsburgh) "Introduction to Montague Grammar." Two of this reviewer's favorite courses in this category were Ralph Fasold's (Georgetown University) "Problems in Linguistic Variation" (in which one came to grips with "the Bailey wave model," "pan-lectal competence," and the necessity of "variability rules") and a course offered by Mario Wandruszka (University of Salzburg) on "Plurilingualism" (in which the speaker lectured with such romantic enthusiasm, and erased the blackboard with such Slavic vigor, using his sponge and water, that he left a large puddle on the floor for the following lecturer to contend with.)

In short, one was able to satisfy one's taste for a fairly wide variety of linguistic offerings at the Institute, from Lees' "Introduction to Linguistics" to Calvert Watkins" (Harvard University) "Introduction to Hittite," and usually all in the same day if one could schedule one's time well. This reviewer took advantage of the availability of several courses offered in German to catch a taste of the European style of lecturing, and found Ingo Reiffenstein's (University of Salzburg) "Dialectology" to his liking.

In addition, the Summer Meeting of the Linguistic Society of America gave graduate students and scholars of lesser rank than the Institute teachers an opportunity to present what they had found. The two sessions on psycholinguistics included a number of papers on language acquisition, among which the most interesting for SLANT readers is that of Rhoda Kesselman (University of California, Berkeley) "Toward a Theory of Second Language Acquisition: Two Case Studies."

All in all, the auguries are good for the next LSA Summer Institute, this time to be given at the University of New Mexico, and offered in conjunction with the TESOL Summer Institute, which was held this past summer at University of California, Los Angeles (see report by Olsen, this issue). Next summer's joint Institute promises to be very exciting one, if for no other reason than the fact that theoretical linguists will come in closer contact with their natural resourses of first-hand linguistic information, language acquisition specialists! I urge readers of SLANT to get their applications in early.

REPORT ON THE 1979 TESOL SUMMER MEETING, by Judy Olsen (Alemany Community College, San Francisco, CA)

Summer 1979 marked the beginning of two new TESOL events: the TESOL Summer Institute, a 6-week intensive session at University of California, Los Angeles for new and experienced ESL teachers and researchers, and the TESOL Summer Meeting, similar to a mini-conference, held July 13 and 14 at UCLA, mid-way through the Institute. This report concerns the 2-day Summer Meeting, chaired by William Norris, Georgetown University, assisted by Local Chair Janet Fisher, Los Angeles Unified School District, and Associate Chair Stephen Sloan, also of LAUSD.

I. The Plenary Session Speakers

A. Friday Morning: Heidi Dulay and Marina Burt

Dulay and Burt, currently at Bloomsbury West, San Francisco, spoke on their recent work to revise California legislation on classes for Limited English Speaking and Non-English Speaking (LES-NES) children. Their recent work reviewing current bilingual programs in California shows that many students classified as "Non-English-Dominant Speakers" actually speak English better than their first languages, and in some cases, English is in fact their only language. However, California law requires these children to be placed in bilingual pro-

grams because their English language test scores rate them below native speaker proficiency, and because of their exposure to another language, as reported by their parents. This has resulted in some students' being legally required to attend bilingual classes and to study some of their subjects in a language they know less well than English! Dulay and Burt propose: testing the child in his first language as well as English to determine language dominance; and creating an alternative "Extended English Program" for Limited English Speaking students who are English-dominant. Teachers for such a program would have special training in ESL and English as a Second Dialect teaching techniques, and knowledge of second language acquisition processes, in addition to a regular California teaching credential. True bilingual classes, taught by certified bilingual teachers, would continue for students of proven (i.e. tested) dominance in another language.

Dulay noted that whatever legislation is passed on these issues in California will probably have national impact, as many school districts across the nation are facing similar problems.

B. Friday Afternoon: Roger Shuy

Roger Shuy, of Georgetown University and the Center for Applied Linguistics, spoke on "An Attitude of Research, Not a Multitude of Facts: Sociolinguistics in the Classroom." He focused on seven positive attributes of what he feels is the proper attitude of research:

1) consideration of function over form;
2) respect for the learner;
3) search for system;
4) willingness to experiment;
5) recognition of context;
6) ability to distinguish teaching from learning; and
7) ability to assess children's language wholistically.

He criticized what he called "a myopic definition of research: carefully controlled; all variables accounted for" and suggested that, too often, teachers expect perfection instead of recognizing developmental stages, "undermining confidence in the deep structure by focusing on the surface." What many learners need, he suggested, is not how to be accurate, but how to estimate. Teachers with a true attitude of research, according to Shuy, are less concerned with facts than with system, and less concerned with language form than with its function.

C. Saturday Morning: Stephen Krashen

In the third and final plenary session, Stephen Krashen of the University of Southern California spoke on "Second Language Acquisition: Research Findings and Language Teaching."

In a speech designed to acquaint classroom teachers with current developments in second language acquisition theory, Krashen listed three areas that should influence method:

1) Theory, described as "a series of hypotheses that interact with each other, and should be consistent with the data." We cannot prove a hypothesis, he said, we can only fail to disprove it.

And while a theory "doesn't try to be practical, . . . In the long run, nothing is more practical than a good theory."

2) Applied Linguistics, described as research that has as its goal the solving of some problem, such as "which method is better," should be another influence on method.
3) Ideas and intuitions as a result of experience (such as diaries, introspections, ideas and techniques that work in the classroom -- i.e. "teacher-shared knowledge") should be the third influence on method.

Krashen feels that 1, 2 and 3 should all work together to influence method, and that specialists in any one area should be exposed to the others as well. He then outlined some of the current hypotheses about language learning for adults:

1) The acquisition vs. learning distinction
"Learning" means knowing the rules, but is not necessarily available for communication. "Acquired" language is communicative though not always error-free, is determined by "feel" rather than rules, and is not affected much by error correction.

2) The natural order of acquisition
There is a more-or-less universal order in which certain parts of the language are acquired.

3) The monitor hypothesis
Learning can be used to monitor or correct one's natural language, under certain conditions: if there is time; if one is thinking about form, not communication; if the rule is already known.

4) Input hypothesis
We acquire (rather than "learn") by understanding input that is structurally a little beyond us. Meaning becomes very important, as do any techniques and aids that can be utilized to convey meaning. Krashen describes the "best syllabus" as one when "the speaker speaks to the acquirer, and the acquirer understands": the speaker "casts a net" around the acquirer. Speaking "emerges" when the acquirer is ready.

5) Aptitude vs. attitude
Both are related to language learning, but not to each other. Attitude relates to acquisition, aptitude to learning.

6) Influence of the first language
It helps at the beginning.

7) Memorized language is pseudo-language
It doesn't turn into learning or acquisiton, and may "get the speaker in over his head." That is, a few memorized lines may misrepresent the speaker's true competence, and get him into trouble. Also, memorizing a dialogue may mean that you have to "run through the sequence" to find your line.

8) Individual variation
We vary in our abilities to use a conscious grammar: some speakers

are "overusers" (hypercorrect and not very spontaneous); some are "underusers" (speech full of unattended errors); some are "optimal users" (self-correcting in writing and other planned discourse; unmindful of small slips in casual conversation).

What are the implications of these hypotheses? First, according to Krashen, input is crucial. Second, we need to "keep the filter low," not letting the monitor get in the way of production. Third, because meaning is important, so are vocabulary (once considered relatively unimportant), visual aids, and any technique designed to "get meaning across." Krashen's main message was that language acquisition occurs when language is used for what it was designed for -- communication.

II. The Shorter Presentations

Papers, demonstrations and reports were 10 to 30 minutes in length presented in sessions titled "Research," "Testing," "Materials," "The Classroom," and "Applied Linguistics." What follow are descriptions of some of the presentations in the "Applied Linguistics" and "Research" sessions which were of particular interest to this reporter.

Marianne Celce-Murcia, from the University of California, Los Angeles faculty (Department of English-ESL), presented "'I do too' and 'So do I': Same or Different?" Her examination of informal adult and child speech (84,164 words), and a written corpus of 85,200 words from three novels and a newspaper, showed that the constructions "I do too/So do I" or "I don't either/Neither do I" do not have the same distribution. Though both members of a pair are possible -- and do occur -- in what she calls the "syntactically parallel match function" (i.e. He did it and so did I -- He did it and I did too). There are many other occurrences of the "too" and "either" forms which are never realized as "so" or "neither." Some examples are:

1) agreements that are semantic only, not syntactic, as in "John is shy and Herbert is a bit timid too";
2) contradictions by the speaker, as in "He didn't want to go" -- "He did to" -- "He did not" -- "He did too," etc.;
3) the inclusion of additional, nonparallel comments;
4) challenges by the speaker; and
5) resumption of an earlier topic.

Celce-Murcia pointed out that most texts and teachers tend to ignore these other usages of "too" and "either," which may mislead students to think that all "too -- either" constructions are synonymous with "so -- neither" constructions, as that is the way they are commonly presented.

In "Self-Concept and ESL Proficiency: A Correlational Study," Diane Walker, a student at the Summer Institute, reported the findings of her study of first-year students at the Chinese University of Hong Kong to determine what relationship there was between their self-concept and ESL proficiency. She found that students proficient enough to be considered potential English majors or minors rated themselves lower in English ability on a self-concept questionnaire than did less proficient students

in other majors. In other words, less able students tended to rate their abilities higher; more able tended to rate their abilities lower. Students' English proficiency was measured by Walker through a 50-item cloze test, "Man and His Progress," designed by James Brown at UCLA in 1978. Self-concept of general academic proficiency, and English proficiency in particular, was measured by Walker's adaptation of the Brookover Scales for Self-Concept of Ability to Learn (Michigan State University, 1962) administered in Chinese. A general information questionnaire was also administered in Chinese to the 578 students in Walker's survey.

In "A Call for Research on the ESL Needs of Indochinese Refugees," Michael Cain of Jackson Community College, Michigan, spoke of particular considerations he had found important in designing a research project or setting up an ESL program for Indochinese Refugees:

1) their emotional states as recent arrivals from conditions of extreme stress in war zones, escape routes, or camps;
2) their particularly high value of family ties at a time when families are being ripped apart;
3) the cultural differences between the groups. All Indochinese are not alike: for instance, when setting up a program for Laotians, approach representatives of the community for input; when setting up a program for Vietnamese, approach the individual families;
4) the different ethnic groups' sense of separateness from each other, and stereotyping of each other, which may make it difficult to bring them all together in one program.

In "Research Implications: Laotian and Cambodian Refugee Bilingual and ESL Programs," Pauline Reich of the New York City Board of Education described the ethnic, linguistic, and educational diversity of Laotian and Cambodian refugees as revealed in a survey of her students, and in demographic reports from Laos and Cambodia. She described Vietnamese refugees as being nearly all highly literate, as are most of the urban Cambodians, while the literacy rate among the Lao is the lowest, and varies depending on the ethnicity. (What Reich calls "passport nationality" (Laotian or Cambodian) bears little relation to "ethnicity," which may be Chinese, Khmer, Lao, Vietnamese, Hmong, or other). According to Reich, rural Laotians and Cambodians are mostly self-educated in language skills, and while they may be able to keep up with their city-born countrymen and the Vietnamese in verbal skills, most will need special help with reading and writing. Even the most literate Laotians, she said, will probably need particular work in advanced reading skills, dictionary skills, and the like.

Also of interest were Reich's asides on cultural matters concerning the placement of rural-raised Laotians and Cambodians in United States urban slums, and their subsequent replacement in more suitable farming areas in Montana and Tennessee.

In "Contrasts in Communicative Style: Asians and Americans" Hideko Bannai of the University of Southern California Education Department described the Asian communicative style as one based on consensus and avoidance of disharmony. Borrowing several models from speech communications theory (Berlp; Sereno and Bodaken) and Intercultural Studies (Samovar and Porter; Rich and Ogawa) Bannai contrasted the western assumptions about communication (that is linear, structural, causally linked, and sequential) with the Asian point of view: that the nonverbal is highly important; that superarticulateness is suspect; and that main points, particularly negative ones, are to be approached indirectly. (Her example of an older Asian immigrant's description of a collision: "The cars kissed".)

In "Federal Funding for Research Projects in ESL," Kathleen Neidlinger and Henri Sue Bynum, University of Southern Mississippi, described their misadventures in the wilds of Washington in search of ESL-related grants. They provided a helpful glossary for common abbreviations and special terms used by the grant-funding bureaucracy, a list of funding offices in Washington, and a bibliography of helpful books and manuals. (Listed as "Your Best Buy": Developing Skill in Proposal Writing, by Mary Hall (1977), Continuing Education Publications, P.O. Box 1491, Portland, Oregon, 97331, $10.00).

Neidlinger and Bynum also announced the formation of a grant resource committee by the Adult Education Special Interest Group (AESIG) of TESOL, to review current funding sources and provide information for the general TESOL membership. Neidlinger and Bynum will lead a rap session on grant-getting at the San Francisco TESOL Convention, Thursday evening, March 6, 1979, at 7:30 p.m.

REPORT ON THE FOURTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT by Ellen Rintell (Program in Applied Linguistics, Boston University, Boston, MA)

On September 14 and 15, 1979, the Fourth Annual Boston University Conference on Language Development was held at Boston University. Thirty-eight papers were given, with topics spanning a variety of areas, including first and second language acquisition, reading, language disorders, and the language of the hearing impaired.

The conference began on the afternoon of Friday, September 14. Four concurrent sessions were held:

1) Jean Berko Gleason of Boston University chaired the session on the development of communicative competence,
2) Tom Roeper of the University of Massachusetts chaired a session on later language development,
3) Peter Salus of Scarborough College chaired the session on phonological development and
4) François Grosjean of Northeastern University was the chairperson of the session on issues in second language acquisition.

The keynote address, entitled "Brain, Mind, and Language," was

delivered by Prof. Victoria Fromkin of the University of California at Los Angeles. She stressed in her talk that there is still a relatively weak connection between neurological and linguistic studies, but that we must avoid reductionism in seeking too direct a link between neurons and linguistic structures. There is not necessarily a biological or genetic counterpart to every linguistic structure of the language acquiring child, she said. Prof. Fromkin emphasized, also, that linguistic evidence is valid evidence -- that language reveals its structure, and a theory of linguistics, if it is a good theory, makes possible theories about psychological reality.

She continued to speak about her research with Genie, and the evidence that research has provided about the critical period hypothesis. Genie has proven false the strong version of the hypothesis, because some language learning has taken place after puberty. However, a weak version may hold true, as Genie's language development has been limited.

On Saturday morning, the conference continued with four more concurrent sessions:

1) Camille Hanlon of Connecticut College chaired the session on early language development,
2) Helen Tager-Flusberg of the University of Massachusetts chaired the session on language disorders,
3) Robert Hofmeister of Boston University chaired the session on language and hearing impairment, and
4) Jim Flood of Boston University chaired the session on reading and writing.

In the afternoon, three special sessions were presented by invited speakers:

1) Marilyn Schatz of the University of Michigan spoke on "Learning the Rules of the Game: Three Views of the Relation Between Language Acquisition and Social Interaction,"
2) James Cummins, of the Ontario Institute for Studies in Education presented a talk entitled "Global Language Proficiency, Linguistic Interdependence, and the Optimum Age Question,"
3) Macalyne Fristoe of Purdue University, Howard Shane of Children's Hospital of Boston, and Ronnie Wilbur of Boston University presented a panel discussion on "Issues in the Use of Non-Verbal Communication Systems for Language-Disordered Children."

Because the session on second language acquisition is of particular interest to SLANT readers, the individual papers concerning second language development are summarized below.

Kathryn J. Lindholm of University of California, Los Angeles presented a paper entitled "The Acquisition of Communicative Competence: Children's Communicative Strategies in Conversations with a Speaker of a Second Language." Ms. Lindholm reported a study in which four-and five-year-old L2 learners were confronted with a "monolingual" speaker of the second language -- English in the case of some first generation immigrant children and Spanish in the case of the children who were third generation Mexican-Americans learning Spanish.

The percentage of L2 use in these interchanges, as well as the

proportions of verbal acknowledgment, imitation, and one-to two-word utterances were computed and compared with the proportions of the same aspects of the children's conversations with their mothers and the research assistant. Although the children's abilities in L2 varied, all children used a great deal more of the second language with the person they believed to be monolingual in L2 than with their mothers and the familiar R.A. The monolingual also elicited many more short utterances and more imitation. Most of the subjects showed more evidence of acknowledgment with the monolingual. The children were also reported to use many gestures, exaggerated prosody, and made attempts to "teach" language to the monolingual visitors.

A paper by Theresa H. de Johnson of St. Louis University, "Monolingual and Bilingual Development III," was read by Nan Bernstein, as Ms. de Johnson was unable to attend the conference. Her paper concerned the language acquisition process of a bilingual child (Spanish-English) compared to the language development of two monolingual children, one acquiring Spanish and one English. Ms. de Johnson's research suggests that bilingual development is both enriched and impeded by the exposure to two languages. Facility with language and development of vocabulary seem to be enhanced, while morphology and syntax seem to be interfered with in both languages by the other.

Randa Mulford of Stanford University presented a paper written with Barbara Hecht entitled "Learning to Speak Without an Accent: Acquisition of a Second Language Phonology." Their research focused on a subpart of the developing English phonological system (the fricatives and affricates) of an Icelandic child. In attempting to find support for either or both of two extreme positions on L2 acquisition, a transfer hypothesis vs. an "L2=L1" hypothesis, the authors found that a transfer model best predicts the order of difficulty of segments, while a model stressing application of English L1 phonological processes best accounts for substitution "errors." They pointed out that, at times, the two hypotheses seem indistinguishable. Ms. Mulford and Ms. Hecht suggest in their paper that more longitudinal research in L2 phonology is needed, and that such research should take into account the phonetic variability inherent in the model(s) of L2 the child is exposed to, possible conservative influence of L1 cognates in L2, and differences among individual words as to accuracy of the child's pronunciation.

William Leap of American University presented a paper entitled "Semilingualism as a Form of Linguistic Proficiency" in which he raised the problem of children from economically disadvantaged language minority backgrounds who are described as lacking proficiency in either L1 or L2. He suggests that the language these children use to communicate, although described by teachers as inadequate, is, in fact, the form of language used in the home and with peers, and thus a viable language. He gave some examples of utterances made by American Indian children, showing how English "errors" were based on L1 syntax. He stressed the need to look at such utterances as well-formed, rather than the product of errors, and especially stressed the need for proper assessment, rather than pejorative generalizations about the alleged "deficiency" of this type of linguistic behavior.

In the special session presented by James Cummins, he discussed looking at the notion of linguistic proficiency as two different kinds of ability. One he called CALP, or Cognitive Academic Language Proficiency, and the other BICS, or Basic Interpersonal Communicative Skills. He stated that it is usually CALP which gets evaluated in most kinds of standardized tests, and that when language ability is usually spoken of as highly associated with I.Q., it is CALP but not necessarily BICS which is being alluded to.

This differentiation has important implications for the implementation of bilingual programs, because, Cummins believes, when CALP is stimulated by teaching in one language, L1 or L2, it can be transferred to the other. This hypothesis accounts for the success of French immersion students' success in L1 academic material after receiving less instruction in L1 than their monolingual peers, and of the success of programs in Sweden which offer instruction in Finnish (L1) only for a period of time to the children of Finnish immigrants who had previously demonstrated deficits in both Finiish and Swedish.

Prof. Cummins pointed out, also, that when younger children are said to have an advantage over their elders in second language acquisition, it is generally BICS that is being considered, and he suggests that, in fact, older learners can more easily develop CALP because of the conscious awareness of language grammar involved.

The conference handbook, containing abstracts of all papers and a directory of authors, is available to interested readers, who may write to Boston University Language Development Conference, Box F, Boston University, Boston, Mass. 02215. The cost is $1.50.

REPORT ON THE FIRST DELAWARE SYMPOSIUM ON LANGUAGE STUDIES by Laura K. Heilenman (Department of Foreign Languages and Literatures, Virginia Polytechnic Institute and State University, Blacksburg, Virginia)

The First Delaware Symposium on Language Studies, a three-day meeting for language educators and linguists, sponsored by the Department of Languages and Literature of the University of Delaware, was held in Newark, Delaware, October 18-20, 1979. The Symposium included several plenary speakers as well as panel sessions dealing with a wide variety of topics including applied linguistics, foreign/second language acquisition, learning, and teaching, discourse phenomena, code-switching, and bilingual education.

Plenary sessions of particular interest to SLANT readers focused on the role of the learner's first language and culture in relationship to his/her second language learning (Robert Lado, Georgetown University) and on the problem of conveying "deep culture" in teaching a second or foreign language (Edward Stewart, George Washington University). In addition, G. Richard Tucker (Center for Applied Linguistics, Arlington, Virginia) presented a well organized and informative review of research from bilingual programs in Canada, Nigeria, the Philippines, and the United States in support of his thesis that social factors are among the

most important variables involved in determining the optimal sequencing of languages in schools. He concluded that, as a general rule, in communities where the home language and culture is of inferior status vis-à-vis the second language and where there is minimal pressure toward literacy and the maintenance of the home language, it is desirable to begin schooling in the mother tongue so as to sustain, nurture, and consolidate linguistic and cognitive development while at the same time providing for a later transition to the second language within a school setting. In cases, however, where the home language is of high prestige, where literacy is actively encouraged, and where children are expected to succeed, schooling can be profitably begun in the second language. The final plenary speaker, Lorraine Strasheim (Indiana University) discussed present trends in population growth and perceived societal needs along with their implications for school foreign language programs. According to her analysis, it will be necessary for teachers of all languages at all levels to reassess their priorities and assumptions and to begin to develop realistic and teachable materials appropriate for the various needs, entrance points, and goals of future students.

Several of the papers presented during the panel sessions concerned the general area of second language acquisition. Two papers dealt with the relationship of a bilingual's two languages, one from a developmental point of view (Alvino E. Fantini, School for International Training, Brattleboro, Vermont), and the other from a situational and communicative point of view (Irma Olmedo-Williams, Kent State University), both concluding, however, that the use of one language or another in bilinguals is patterned behavior that responds to social circumstances. Bruce Barkman (Concordia University, Montréal, Canada) reported preliminary findings from an ongoing longitudinal research project involving the ESL performance of grade 10 Francophones in Quebec. Of interest is his finding that the diversity of words used by students is a good predictor of their overall proficiency as well as his innovative use of computer analysis to deal with the task of categorizing large amounts of spoken learner language.

A study of the acquisition of syntactic form and semantic function of the English verb system by three adult Spanish-speaking males was presented by David A. Turner (Mount St. Mary's College, Los Angeles, California). His data indicate that the acquisition of semantic function is not isomorphic with the acquisition of syntactic form. Mary Gay Doman (University of California at Santa Barbara) reported that, in a study of the written production of gender agreement by adult learners of Spanish, there was a tendency to abandon learned phonological matching strategies and to produce numerous errors when content was more salient than was form. Similarly, Laura K. Heilenman (Virginia Polytechnic Institute and State University, Blacksburg, Virginia) found that adult learners of French evidenced an imperfect control of French morphology only when they were attempting to interpret meaning and that, unlike child learners of French, they were highly successful at interpreting deep case structure relationships.

Pedagogical topics were addressed by Louis A. Arena (University

of Delaware) who suggested that fluency rather than accuracy should be stressed in advanced ESL composition classes and that if instructors were to react first to content (i.e., What did you think of my composition?) and second to form (i.e., How was the grammar?), the subsequent enhanced self-confidence on the part of the student would lead to improvement in accuracy as rapidly as does initial emphasis on form. Beverly Galyean (Los Angeles Unified School District) presented a rationale and demonstration of the confluent teaching of foreign languages, indicating that there now exists empirical evidence that students taught via self-disclosing methods will outscore students taught by more conventional methods on measures of oral and written communicative competence as well as on indicators of self-identity, esteem, and interpersonal solidarity.

Finally, JoAnn Crandall and Allene Guss Grognet (Center for Applied Linguistics, Arlington, Virginia) described their experience with attempting to apply a functional/notional syllabus in adult ESL. Although their initial attempts have met with success, they emphasized that problems do exist and that the place of grammar, the sequencing of functions, and testing all represent "challenges" to the use of a functional/notional syllabus. This paper, along with Barbara Matthies' (Iowa State University) on the same topic, raised some discussion with most participants seeming to believe that although the notional/functional syllabus was promising, its promise needed to be realized slowly and that it would ultimately prove to be very difficult to use at the beginning levels of language study.

▭ Abstracts of papers presented at the Symposium are available for a small fee from Professor Robert J. Di Pietro, Chair, Department of Languages and Literature, University of Delaware, Newark, Delaware 19711. A selected group of papers will be published in the form of Symposium Proceedings. Information on this latter publication is also available from Professor Di Pietro.

REPORT ON THE NEXA PROGRAM ON CROSS-CULTURAL COMMUNICATION by Phyllis Kirson (San Francisco Unified School District, San Francisco, CA)

On Saturday, October 27, the NEXA Program at San Francisco State University presented a morning of film and discussion on the topic, "Cross Cultural Communication." The event was moderated by Dr. James Kohn of the English Department at San Francisco State University. Those who attended had a chance to participate in a panel discussion with Dr. Dean Barnlund of the Speech Department, Dr. Stuart Miller of the Social Science Program, and Dr. Katherine Branstetter of the Anthropology Department, all at San Francisco State University.

The morning began with a talk by Dr. John Gumperz of the Language Behavior Laboratory at University of California, Berkeley, during which time he gave some background information about his film "Cross Talk" which was then presented.

The film "Cross Talk," made in England, dealt with the nature of the communication between native and non-native speakers of English. Three situations involving the interaction between native Englishmen and immigrants were depicted. The situations were everyday, practical circumstances and included a bank transaction, an appointment with a social worker, and a job interview.

These situations revealed the process by which the communication between the individuals of different languages and cultures broke down at various points during the interaction creating much frustration for those involved. Verbal cues were misinterpreted, the intent behind questions was often misunderstood, and in general the individuals had a difficult time dealing with each other's questions and responses.

Specific elements of speech such as intonation and voice contour of the non-native speakers were often responsible for confusion on the part of the hearer. Cultural variation (e.g. as in indirect route to answer a question) was an element that caused considerable disturbance and communication breakdown during one interview.

The actual dialogue in the situations was analyzed to the point where it became apparent that each speaker was unable to distinguish the intent of the other.

Perhaps the frustrations and confusion in cross-cultural communication are to some degree responsible for the suspicions and the problems which exist between ethnic groups, and perhaps cultural awareness can reduce the inadvertent miscues and misinterpretations which cloud communication between individuals of different language backgrounds.

CATESOL BAY AREA MINI CONFERENCE

The CATESOL Bay Area Mini-Conference took place October 20, 1979 on the San Francisco State University Campus. A keynote address by Dr. Charles Fillmore of the University of California at Berkeley was followed by three sessions of presentations that focused on classroom techniques for teaching ESL/FL.

1979 WESTERN EDUCATIONAL COMPUTING CONFERENCE

The 1979 Western Educational Computing Conference and Trade Show celebrated its 10th Anniversary this year. The Conference which was held November 15-16, 1979 at the Jack Tar Hotel in San Francisco, had as its theme, "Where We've Been, How Far We've Come and Where We Are Going." Among the presentations was that of Joseph A. Von Campen (Stanford University) who spoke on computer-based instruction in foreign languages.

ATLANTA 1979: ACTFL/AATG/SCOLT JOINT ANNUAL MEETING

The American Council on the Teaching of Foreign Languages (ACTFL) together with the Southern Conference on Language Teaching (SCOLT) and

the American Association of Teachers of German (AATG) held their joint annual meeting at the Hyatt Regency Atlanta on November 22-24, 1979. The theme for the convention was "Unity in Diversity." Keynote speakers at the general sessions were Nicholas T. Goncharoff, National Board of YMCA's, who spoke on "The Wholeness of the Individual in a Divided World" and Frank Kendig, Executive Editor of OMNI magazine, whose topic was "Education in the Year 2000: Communicating and Learning in the Future." The convention week activities included four days of preconference workshops, a Leadership Strand of workshops and sessions organized by ACTFL and more than one hundred sessions of interest to foreign language teachers and administrators.

A FEW PERSONAL COMMENTS ON EFL TEACHING AND RESEARCH IN CHINA by Thomas Scovel (Tianjin Foreign Languages Institute and University of Pittsburgh)

As I approach the end of a fascinating one-year teaching assignment in the People's Republic of China, I thought it might be both interesting and instructive to share with the readers of SLANT a few observations on EFL teaching and research in the world's most populous nation. Given the current wave of enthusiasm about China that has engulfed America (and I might add that a reciprocal wave of interest has recently inundated China), I am sure that many EFL teachers in America and other Western nations would appreciate some information about the possibility of teaching in China, and I am equally confident that language acquisition researchers would like to learn something about what has been done or what could be done in SLA studies. Either of these topics are beyond the scope of a SLANT article, but I will try to provide a brief sketch of both with emphasis on the former for reasons which will become obvious in a moment.

Language teaching has been an important component of formal education in China for several millenia (yes, that's several tens of centuries!). Indeed, because of its unique ideographic writing system, Chinese language instruction has probably played a more salient role in China than the instruction of the mother tongue in any other nation on earth. Foreign language instruction is a much more recent phenomenon, but it caught momentum in the nineteenth century when it was introduced and heavily promoted by missionary institutions established by Christian denominations from both North America and Europe. Except for the decade of the Cultural Revolution (1965-1975), when China underwent a cataclysmic social upheaval of devastating proportions, it has been strongly encouraged by the central government. After Liberation (the Chinese sobriquet for the victory of the Communist forces), foreign teachers were hired in small numbers as "foreign experts" to teach a wide variety of languages, but with heavy emphasis on the prominent world languages (i.e. English, Japanese, French, German, Spanish, and Russian). Let me add, as an important aside, that politics determines all events in China, and this has certainly been true in foreign language teaching. In the mid-fifties, Russian was by far the most important foreign language: today, its status has shrunk to below French and German and literally thousands of former Russian students and teachers are being retrained in English.

The new national policy which makes a headlong pursuit of modernization, coupled with the recent normalization of relations with the United States has created a great interest in hiring "foreign experts" from the States, and this policy has reaped bittersweet rewards. It has been of great advantage to the nation to open up to the West - the influx of new materials, ideas, and technology has been of enormous benefit; at the same time, the demand for American EFL teachers this past year has reaped a harvest of the oddest assortment of "experts" that one could conceive of. They range from extremely bad to very good, but the mean, unfortunately, is much closer to the bottom end of the curve than it should be. I have met very few "experts" with previous language teaching experience, and, unfortunately, almost none with any EFL training or background. Here is a random sample of the "foreign experts," not all of them American, whom I have met in the last six months and who teach EFL in China: a social worker, an elementary school teacher, an astronomer, a museum curator, a restauranteer, a law professor, a college drop-out, and an ex-AMTRAK clerk. These were chosen to teach to university-level students and teachers whose English proficiency is surprisingly good and whose knowledge of classical English grammar is equal to that of most graduate students in linguistics. The one ray of hope emerging on the horizon is that the Foreign Experts Bureau in Peking, which does most of the hiring and which has admittedly been terribly overworked, is now developing procedures whereby they can select well-qualified applicants to teach foreign languages in China. They are now fully aware that not any native speaker makes an experienced and highly-motivated foreign language teacher, and they are similarly cognizant of the quality and sophistication of EFL as a professional field, especially as it is embodied in organizations such as TESOL. This is good news for all of us interested in improving the quality of foreign language teaching in China, especially English, which is by far the most important foreign language in the country. It is also good news for well-qualified EFL teachers interested in coming to China to work, because there are still opportunities despite the small number of experts China is able to invite. Let me briefly describe a few details concerning a typical "foreign expert" assignment for those readers who might be interested in exploring the possibility of coming here to teach for a few years.

Although specific details vary from institution to instituion, from individual to individual, and are subject to revision from time to time, the basic contract is for two years, with or without family, with a free six-month home leave if the foreign expert decides to sign on for an additional third year. Transportation, housing, and medical care are provided free of charge, and the Chinese live up to their well-deserved reputation as good hosts by throwing in a free annual vacation trip and numerous free outings and excursions to boot. The salary is approximately U.S. $375 per month, of which from one-third to one-half is allowed out of the country at the end of the term of service. Attractive as these terms may appear and as alluring as two years in China might sound to Westerners with wanderlust in their veins, I would be remiss in my reporting duties if I did not clearly state that living in modern China is no picnic. Living conditions differ enormously depending on the geographical location of your assignment (a general rule of thumb is the further south, the better), but wherever you are assigned, the con-

ditions are harsh. They are harsh physically, culturally, and politically. I cannot overemphasize enough the overwhelming need that China has for foreign experts who are well-trained, experienced, and, above all, dedicated. Despite all the exaggerated posturing that you find in the propaganda, even today, when the rhetoric has been toned down a little, China in every sense of term is a developing country, and it is crucial that she be served by foreign teachers who are ready to make personal sacrifices.

Most EFL teachers are assigned to one of three different categories of post-secondary education: universities, institutes (most commonly, foreign language institutes), or teacher training colleges. The Chinese have wisely decided to deploy their experts in academic positions where they will have the greatest impact on the educational process. This means that most experts teach advanced students at the undergraduate level, post-graduate students (the Chinese term for graduate students), or most often, teacher training classes. They are often requested to give lectures on American culture or methodology. Besides classroom teaching, a great deal of time is spent preparing or reviewing materials, consulting with teachers about lesson plans, editing texts for publication, or answering those wonderful "how many angels can dance on the top of a present participle?" grammar question that the Chinese so exquisitely enjoy. Materials published in English are in voracious demand, and one of the single most important contributions an expert can make is to funnel books, journals, and magazines from sources back home to new friends and colleagues in China. As our brief assignment here draws to a close, my wife and I both sense that we have been able to make a small but much appreciated contribution, and we will leave with many unique memories of our Chinese friends - some refreshingly delightful and other deeply poignant. But above all, we will leave with a keen sense of satisfaction - and what else could a teacher possibly desire?

My description of SLA research in China will be very terse, and, unfortunately, uninformative. Part of the reason for this is that it is difficult to obtain information about research in China. Because of the economic conditions of the country, because of inefficient system of governmental bureaucracy through which all academic information must wade, and because of the authoritarian control of all social processes by the Party, it takes time to get permission to see so and so or to get a hold of a copy of such and such. Working full time as a teacher in a foreign county, it was obvious, from the beginning that I would not be able to gain much insight into SLA research in a year's time. One of the things that China needs is a SLANT! But the most important reason why I have little to say about research is that there has been so little! Since Liberation, the Chinese have tended to direct all their scientific endeavors to practical ends, and this is even more true in the social sciences than in the physical. In addition, for some peculiar political or historical reason I have yet to fathom, the Chinese have de-emphasized psychology - a surprising decision when one considers that the early development of both science and pedagogy after Liberation was based on Soviet models. Add to these reasons the impact of the recent Cultural Revolution, which was not only bitterly anti-research, but against all forms of intel-

lectual free thinking, and you can begin to understand why there is a paucity of information on the processes and products of SLA in this great nation. The only studies that I know of are a few contrastive analyses and one or two experiments comparing methodologies that were done before the Cultural Revolution, in the late fifties and early sixties. If the many teachers I have talked to around the country are any indication, even error analysis, which has been kicked around for a dozen years now, is greeted as an entirely new approach to language learning. Despite this large gap in SLA research, the Chinese are quick to assimilate new ideas, and now that doors are open between East and West, they are eager to conduct research on topics that are of practical interest and are intellectually curious about the theoretical questions which underlie foreign language teaching methodology.

These few observations on teaching and research in China are informal and sketchy, but it is a pleasure for me to share with the readers of SLANT these simple remarks, however brief they may be. Although I am an America by passport and spirit and look forward to returning to my friends and colleagues in Pittsburgh in December, this year in China has been much more than just an opportunity for me to teach applied linguistics in a vast and intriguing nation. I was born and raised here, and this year's sojourn has given me a chance to return home. What else could a native son possibly desire!

UPCOMING CONFERENCES

BILINGUAL/BICULTURAL EDUCATION CONVENTION

The National Elementary Education Association and the California Elementary Education Association will co-sponsor the third annual Bilingual Bicultural Education Convention - 1980 on December 6-8, 1979, at the Anaheim Convention Center in Anaheim, CA. The convention is dedicated to proven teaching strategies and classroom techniques. It will discuss student assessment, teaching competencies, classroom organization and technique, and developing/implementing effective programs. Speakers will address political and legislative trends. Recent research and effective evaluation that point the way for ongoing planning will be outlined. These and other topics are organized under four major presentation strands: Latest Research and Evaluation Techniques, Our Kids Can Measure Up to Competency Requirements, Proven Classroom Strategies, and Demonstrated Teacher Competencies. Dr. Armando M. Rodriguez from the United States Equal Employment Opportunities Commission will present the opening address: Your Job Today - Get the Kids Ready. Dr. Alfredo Castaneda, Stanford University, will make the keynote address entitled Your Job Tomorrow - Make the Kids Whole. The convention will also include model multilingual program demonstrations, a film festival and other special features. For more information contact: NEEA Conferences, 5959 W. Century Blvd., Suite 1002, P.O. Box 91215, Los Angeles, CA 90009.

LSA ANNUAL MEETING

The 54th Annual Meeting of the Linguistic Society of America (LSA) will take place December 27-29 at the Los Angeles Bonaventure Hotel, Los Angeles, California. The Second Annual Meeting of the American Association of Applied Linguistics (AAAL) will take place December 27 in conjunction with the LSA meeting.

SLANT readers will be pleased to note that this year's LSA meeting includes more sections of papers on psycholinguistics than ever before. In addition, there will also be sections on sociolinguistics, sign language, discourse analysis, language acquisition, and pidginization. A special evening session will also feature a symposium on "The Relationship Between Pidginization, Creolization and Language Acquisition."

MLA CONVENTION

The 1979 Modern Language Association Convention will take place in San Francisco, 27-30 December, 1979.

Convention meetings will be held in the San Francisco Hilton (British and French programs), the St. Francis (American and Spanish programs), and the Hyatt on Union Square (German and comparative literature programs). Programs on other languages and literatures, teaching, and the profession will be divided among the three hotels.

For more information, contact MLA Convention Office, 1390 Market Street, Suite 260, San Francisco, California 94102.

CONFERENCE ON PIAGETIAN THEORY AND THE HELPING PROFESSIONS

The University Affiliated Program at Childrens Hospital of Los Angeles, the USC School of Education, the USC Department of Linguistics and the Programs in Speech Pathology and Audiology of the California State Universities at: Fullerton, Long Beach, Los Angeles and Northridge, and the University of California at Santa Barbara are co-sponsoring a two-day Conference at the University of Southern California on PIAGETIAN THEORY AND THE HELPING PROFESSIONS on February 1 & 2. The four main speakers and their topics will be: ELIZABETH BATES, Ph.D., Associate Professor of Psychology, University of Colorado, "Language Development: Piagetian and Neo-Piagetian Approaches:" DAVID ELKIND, Ph.D., Professor and Chairman, Eliot-Pearson Department of Child Study, Tufts University, "Play and the Expressive Mode of Learning;" LAURENCE B. LEONARD, Ph.D., Associate Professor of Speech Pathology, Purdue University, "Cognitive Development and Language Impairment: Implications for Intervention;" and ELINOR OCHS, Ph.D., Associate Professor of Linguistics, USC, "Cultural Patterns of Language Acquisition."

Recent films and videotapes dealing with Piagetian concepts will be shown. Papers will be presented on many facets of Piagetian Theory in addition to those related to language acquisition and remediation.

The afternoon sessions will include papers and Piagetian test demonstrations as well as special workshop sessions. Monographs containing the papers of the previous conferences are available at a small fee from the USC Bookstore, Mail Order Department, Los Angeles, CA 90007.

If you are interested in attending, please contact: Anne H. Smith, Conference Coordinator, Piaget Conference, University Affiliated Program, Childrens Hospital of Los Angeles, P.O. Box 54700, Los Angeles, California 90054.

LOS ANGELES SECOND LANGUAGE RESEARCH FORUM

The Los Angeles Second Language Research Forum, to be held at UCLA from February 29 to March 2, 1980, is inviting summaries of research in second language acquisition. These 200-word summaries on current research will be reproduced for distribution at the Forum and the author need not be present.

Send summaries by December 15, 1979 to Mike Long, Los Angeles Second Language Research Forum, Department of English (ESL), University of California, Los Angeles, CA 90024.

TESOL '80

The 14th Annual Convention of Teachers of English to Speakers of Other Languages (TESOL) will be held March 4-9 at the Hilton Hotel, San Francisco, California. The TESOL Convention will feature papers, demonstrations, mini-courses, colloquia, and workshops in: Teaching English Abroad, ESL in the Elementary Schools, ESL in Higher Education, ESL in Secondary Schools, ESL in Adult Education, ESL in Bilingual Education, Standard English as a Second Dialect, EFL for Foreign Students in English Speaking Countries, Applied Linguistics.

TESOL members will receive further information. All others, please contact: TESOL Central Office, 455 Nevels Building, Georgetown University, Washington, D.C. 20057.

Convention Preparations: The Teaching English Abroad/Special Interest Group (TEA/SIG) of TESOL, in preparing for the March, 1980 TESOL Convention in San Francisco, seeks information from researchers and teachers outside the United States. Researchers overseas are asked to submit abstracts of their research to TEA/SIG even if they do not plan to attend the convention. Teachers overseas needing ideas to improve their teaching in difficult circumstances may submit to TEA/SIG their pedagogical problems with a description of their teaching situation (materials used; number, level, and age of students, type and purpose of instruction, etc.). Correspondence should be addressed to Dr. Lin Lougheed, Education Development Center, 55 Chapel Street, Newton, Massachusetts, 02160 U.S.A.

B.C. TEAL CONFERENCE

The 13th Annual Conference for Teachers of English as an Additional Language will be held in Vancouver, B.C., Canada on March 14 and 15, 1980.

Workshops, demonstrations, paper presentations or panel presentations at the 1980 B.C. Teal Conference will include English as A Second Language or Foreign Language and: Pre-school, Kindergarten - Grade 7, Grade 8 to 12, College/University, Vocational, Adult Education, Community Workers, Volunteers, Administration, Adult Basic Education, English as a Second Dialect, English for Special Purposes, Curriculum Design and Development, Language Acquisition/Research, Multiculturalism, Teacher Training, Testing.

For more information, contact: TEAL '80, c/o Jean Benetti, Vancouver Community College, King Edward Campus, 2750 Oak Street, Vancouver, B.C. V6H 3N2, Canada. Telephone: (604) 731-4614.

STANFORD CHILD LANGUAGE RESEARCH FORUM

The Twelfth Annual Child Language Research Forum sponsored by the Department of Linguistics of Stanford University will be held March 28-30, 1980 at Stanford University, Stanford, CA. Papers on topics related to child language research to be presented at the Forum are invited. Only papers which describe completed research and which have not been presented at other conferences will be accepted. Abstracts must be postmarked by January 3, 1980.

Also solicited are brief resumes of current research in the area of child language from all researchers. Deadline for research resumes to be reproduced for distribution at the Forum is February 1, 1980. For complete abstract requirements and forms, contact: Patricia Hayflich and Debbie Salgo, Coordinators, Child Language Research Forum, Department of Linguistics, Stanford University, Stanford, CA 94305.

Pre-registration fees for the Forum will be $6.00 for students, $9.00 for non-students ($9.00 and $12.00 at the door). Pre-registration must be postmarked by March 1, 1980. All pre-registrants will remain on the mailing list and receive one copy of LLBA abstracts and CLRF resumes at the conference. For further information and registration/mailing list form, contact: Treasurer, Child Language Research Forum, Department of Linguistics, Stanford University, Stanford, CA 94305 U.S.A. (415) 497-4284.

CATESOL STATE CONFERENCE

The 1980 CATESOL State Conference will be held on April 18-20 at the San Diego Convention Center. Send abstracts to: Dr. Ann Johns, American Language Institute, College of Extended Studies, San Diego State University, San Diego, CA 92182.

RELC REGIONAL SEMINAR

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 15th Regional Seminar, 21-25 April 1980, in Singapore. The theme of the Seminar is "Evaluation and Measurement of Language Competence and Performance."

The objectives of the Seminar are: To review current methods of testing language competence and performance; to consider research in the field of language testing and its relationship to language teaching; to discuss the problems of language testing in the multilingual and multicultural societies of Southeast Asia; to stimulate interest and research in the field of language testing in the region.

Abstracts are invited on topics relevant to the theme of the Seminar. Further information and invitations to participate in the Seminar can be obtained from the following address: Director, (Attention: Chairman Seminar Planning Committee), SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

CLAC

The California Linguistics Association Conference (CLAC) will be held at California State University, Long Beach, May 3 and 4, 1980. Abstracts for 20-minute papers are invited on any topic within the area of theoretical and applied linguistics. Send 4 copies of a 1-page abstract with your name and 3 with no name to: Janet Sawyer, Linguistics Program, California State University, Long Beach, CA 90840. Deadline for receipt of abstracts is February 2, 1980.

XXX INTERNATIONAL CONFERENCE ON COMMUNICATION

The XXX Annual Conference of the International Communication Association will be held May 18-23, 1980, at the Convention Center in Acapulco, Mexico. Sponsored by the International Communication Association and the Government of Mexico, the conference will have as its theme "Human Evolution and Development." The program will include scholarly papers, plenary sessions, action caucuses, workshops, and informal discussions. A series of workshops scheduled for May 18 will address the themes: Communication network analysis, The international flow of mass communication and the new world information order, Multidimensional scaling methods, Research methods in organizational communication, Formative evaluation in message design, Relational approaches to interpersonal communication and The role of ideology in communication research. The official languages of the XXX ICA Convention will be Spanish and English, with translation facilities provided for all plenary sessions and many of the paper sessions. For further information, contact: Everett M. Rogers, 1980 Program Chairman, Institute for Communication Research, Stanford University, Stanford, California 94305, U.S.A. (415) 497-2753.

SYMPOSIUM ON RESEARCH IN CHILD LANGUAGE DISORDERS

A symposium on Research in Child Language Disorders sponsored by the University of Wisconsin - Madison, Department of Communicative Disorders and the University of Wisconsin - Extension, Communication Programs will be held June 6 and 7, 1980, in Madison, Wisconsin.

Papers dealing with theoretical and applied research on language disorders in children are being solicited. Topics related to syntactic, semantic, phonological, and pragmatic performance in disordered popula-

tions will be considered for this symposium. Cases studies and single and multiple subject designs are appropriate. Thorough subject description is essential. Summaries and abstracts must be received no later than March 1, 1980. Summaries will be used in the review process. Abstracts will be printed and distributed to participants.

For more information, contact: Symposium on Research in Child Language Disorders, c/o Jon Miller, Department of Communicative Disorders, UW-Madison, 1975 Willow Drive, Madison, Wisconsin 53706.

1980 LINGUISTIC AND TESOL INSTITUTES

The 1980 Linguistic Institute, sponsored by the Linguistic Society of America and the University of New Mexico, will be held on the campus of the University of New Mexico in Albuquerque from June 16 through August 8, 1980. We are also pleased to announce that the 2nd TESOL Summer Institute of the international organization of Teachers of English to Speakers of Other Languages will be held jointly with the 1980 Linguistic Institute. The Institutes will be hosted by UNM's Department of Linguistics, with support from twelve other departments and from New Mexico State University.

This will be the 50th Linguistic Institute since the Linguistic Society of America began its summer institutes in 1928 and the first to be hosted in the Rocky Mountain region. Befitting a golden anniversary celebration in the Land of Enchantment, the Institute theme will be "Linguistics in New World Context: Language in Society and Education." Complementing a traditionally prominent program in general and theoretical linguistics, the 1980 Institutes will have a thematic focus on language as a sociocultural phenomenon and on the educational implications of linguistics, and an areal focus on Spanish and Native American languages in addition to English. The location and the occasion make it particularly appropriate to give special emphasis to Native American languages and their contributions to the region and to the development of American linguistics. These thematic and areal emphases will be reflected in all aspects of the 1980 Institutes.

Resident faculty at the University of New Mexico and colleagues at New Mexico State University will be joined by a group of distinguished visiting professors headed by Professor Joshua A. Fishman, Professor Yakov Malkiel and Michael Silverstein as Associate Director of the 1980 Linguistic Institute. At the present time, the following persons have been designated as faculty of the 1980 Institute (names preceded by an asterisk will be short-term visiting lecturers for Professor Jeanne's courses):

1) Visiting Faculty. *Adrian Akmajian, University of Arizona; Richard C. Allwright, University of Lancaster, England; Derek Bickerton, University of Hawaii; Joan Bybee Hooper, State University of New York, Buffalo; Courtney B. Cazden, Harvard University; Rodolfo Cerrón-Palomino, Universidad Nacional Mayor de San Marcos, Peru; Robert L. Cooper, Hebrew University of Jerusalem, Israel; Joshua A. Fishman, Yeshiva University, Kenneth Hale, Massachusetts Institute of Technology; Ray Jackendoff,

Brandeis University; Lavern Masayesva Jeanne, University of Arizona; Ellen Kaisee, University of Washington, E.Y. Konrad Koerner, University of Ottawa, Canada; Michael H. Long, University of California, Los Angeles; Anthony G. Lozano, University of Colorado; Yakov Malkiel, University of California, Berkeley; James D. McCawley, University of Chicago; Wick R. Miller, University of Utah; *Richard T. Oehrle, University of Arizona; Amado M. Padilla, University of California, Los Angeles; Michel Paradis, McGill University, Canada; Ellavina Tsosie Perkins, University of Arizona; Paul R. Platero, Brigham Young University; Ellen Kaufman Schauber, Northwestern University; Michael Silverstein, University of Chicago; Dan I. Slobin, University of California, Berkeley; *Susan M. Steele, University of Arizona; G. Richard Tucker, Center for Applied Linguistics; Robert Wall, University of Texas, Austin.

2) University of New Mexico Faculty. John J. Bergen, Modern and Classicial Languages; Garland D. Bills, Linguistics; Philip K. Bock, Anthropology; Dean G. Brodkey, English Tutorial Program/Intensive English Institute; Dolores S. Butt, Communicative Disorders; Alan Hudson-Edwards Linguistics; Vera John-Steiner, Educational Foundations/Linguistics; Enrique E. Lamadrid, Modern and Classical Languages; John W. Oller, Jr., Linguistics; Roy Pickett, English; Bernard Spolsky, Linguistics; Ellen Spolsky, English; Robert White, Secondary and Adult Teacher Education; Rodney W. Young, Linguistics/Testing Division.

3) New Mexico State University Faculty. Donald W. Dearholt, Computer Science; Betty Lou C. Dubois, Speech; Anne Montgomery, English; Guadalupe Valdés, Foreign Languages.

All courses will carry regular University of New Mexico credit of three semester hours each. The courses scheduled at this time can be grouped into seven broad categories:

1) General and Theoretical Linguistics
Introduction to Linguistics (Pickett); Phonological Analysis (Kaisse); Phonology of Cliticization and Casual Speech (Kaisse); Morphophonemic Theory (Bybee Hooper); Typological Studies in Syntax and Morphology (Hale); The Extended Stanford Theory (Jackendoff); The Lexicon in Grammar (McCawley); Semantics and Cognition (Jackendoff); Pragmatics and Semantics (McCawley); Pragmatics and Literary Discourse (E. Spolsky & Schauber); Affixal Derivation in Historical Perspective (Malkiel); History of Linguistics (Koerner).

2) Native American Linguistics
Native Languages of America North of Mexico (Silverstein); Linguistic Field Methods (Miller); Writing Systems for Native American Languages (Montgomery); Language as Science in Bilingual Education (Hale); Navajo Linguistics (Perkins & Platero); Quechua Linguistics (Cerrón-Palomino); Introduction to Linguistics for Native Americans (Jeanne); Graduate Workshop in Linguistics for Native Americans (Bills).

In addition to these last three courses for Native Americans only, the 8th Annual Summer Institute of Linguistics for Native Americans, sponsored by the Summer Institute of Linguistics and the Native American Linguistic Institute, will be held in conjunction with, but independent of, the 1980 Institutes. SILNA provides a course of study in language analysis and literacy development for Native Americans interested in teaching and materials development for their languages. For more information on the 1980 SILNA program, write: Mr. Tim Analla, 2813 Rio Grande NW, Albuquerque, NM 87107.

3) Spanish and Romance Linguistics
Spanish Phonetics (Lamadrid); Topics in Spanish Syntax (Bergen); Spanish in the United States (Lozano); Sociolinguistic Variation in New World Spanish; Teaching Spanish to the Spanish Speaking (Valdés); Problems in Romance Reconstruction (Malkiel).

4) Sociolinguistics and Bilingual Education
Introduction to Sociolinguistics (Hudson-Edwards); Linguistic Variation (Bickerton); Pidgin and Creole Languages (Bickerton); Linguistic Models of Social Structure (Bock); Language and Ethnicity (Fishman); Language Planning, Language Spread, and Language Change (Cooper); Language in the Classroom (Cazden); History and Theory of Bilingual Education (B. Spolsky); Sociology of Bilingual Education (Fishman).

5) Psycholinguistics and Bilingualism
Introduction to Psycholinguistics; Language Testing (Young); Linguistic Categories in Cognition (John-Steiner & Silverstein); Pragmatics and Intelligence (Oller); Cross Linguistic Study of Language Acquisition (Slobin); Second Language Acquisition; Language Disorders in Children (Butt); Psycholinguistics of Child Bilingualism (Padilla); Neurolinguistics of Bilingualism (Paradis); Social and Psychological Aspects of Bilingualism (Tucker).

6) Language Teaching
TESOL Methods (Allwright); English for Specific Purposes (Long); Teaching College Language Skills (Brodkey); Structure of Spoken Scientific English (Dubois); Syllabus Design (Allwright); Reading in ESL (White); Teaching of Reading (White).

7) Research Methods and Mathematical-Computational Linguistics
Research Methods in Applied Linguistics (Tucker); Statistics for Linguists (Cooper); Modeling and Data Bases in Linguistics (Dearholt); Introduction to Mathematical Linguistics (Wall); Automata and Formal Grammars (Wall).

☐ The 50th Linguistic Society of America Summer Meeting will be held August 1-3, 1980. The 2nd TESOL Summer Meeting will be held July 18-20, 1980, preceded by the annual American Dialect Society Summer Meeting.

A variety of symposia, conferences, and workshops are being organized as part of the Institute activities; additional information

may be obtained from the main organizers whose names appear in parentheses Many of these activities focus on Native American languages: 10th Friends of Uto-Aztecan Conference (Miller), Symposium on Uto-Aztecan Historical Linguistics (Miller, Steele, Bills), 2nd Kiowa-Tanoan Conference (Laurel Watkins, Amy Zaharlick), Symposium on Athpaskan Comparative Linguistics and Language Planning with an associated Athapaskan linguistics conference (Michael Krauss, Robert Young, Bills), Symposium on Lexicography in New World Context (Silverstein), and 4th Andean Linguistics Workshop Cerrón-Palomino, Bills).

Also planned are: 7th Colloquium on Hispanic Linguistics (Bergen, Valdés), Symposium on the Neurolinguistics of Bilingualism (Young), American Conference on Language and Literature (E. Spolsky, Schauber), Conference on Language Testing (Oller), Conference on Language Obsolescence (Hudson-Edwards). The American Indian Bilingual Education Center at UNM intends to organize a conference on bilingual education.

A series of Forum Lectures, probably two per week, is being planned. Reflecting the Institute theme, these lectures by distinguished scholars will address diverse issues of linguistics in relation to society, education and New World languages.

The 1980 Institutes are planned and directed by the following persons, all at the University of New Mexico unless otherwise identified: Director: Garland D. Bills, Associate Directors (LSA): Michael Silverstein (U Chicago) and Bernard Spolsky. Associate Director (TESOL): John W. Oller, Jr. Assistant Director: Alan Hudson-Edwards. Planning Committee: the preceding and Dean Brodkey, Betty Lou Dubois (New Mexico State University), Larry Gorbet, Vera John-Steiner, Charlene McDermott, Leroy Ortiz, Roy Pickett, and Rodney Young.

Additional information, with a more complete listing of faculty and precise course descriptions, will appear in the Institute Brochure, which will be available this fall. To request this brochure, registration forms, or other information, write: Director, 1980 Institutes, Department of Linguistics, University of New Mexico, Albuquerque, NM 87131 USA. Telephone: (505) 277-6353.

CALL FOR CONFERENCE REPORTS

As the field of second language acquisition continues to grow, it is becoming increasingly difficult for the SLANT staff to keep up with the number of conferences, programs and publications in the field without the help of SLANT readers. We hope that readers attending and/or participating in L2- and L2-related conferences around the world will share with others by submitting conference reports to SLANT. We are always pleased to receive news of presentations at well-known and established conferences such as those sponsored by AILA, TESOL, MLA, LSA, etc. And reports of many of these conferences have already appeared in SLANT. However, as new conferences are created, we hope that you will also share news of these conferences with other readers by reporting on them for SLANT. To this end, we are including below our Guidelines for Conference Reports.

1) Content: The Conference Reporter should include (a) general information on the conference such as date, place, themes, number and type of presentations, etc. (It is particularly important to list a contact person for readers who wish to obtain further information on abstracts, program proceedings) and (b) summaries of the content of specific presentations. The conferences reported need not deal strictly with L2 acquisition per se, but should be somehow applicable to the general area of L2 acquisition (bilingual education, foreign language teaching, testing, psycholinguistics, sociolinguistics, applied linguistics, teacher training).

2) Editorial Procedure: It is the role of the Conference Reporter to (a) solicit and compile a cohesive report of information regarding the content of the presentations from other researchers attending the presentations and/or from the researchers who are giving the presentations, and to (b) discuss the overall importance of the themes of the conference, reactions of participants to various presentations, new trends in research, etc. In the case of a particularly large conference with a number of simultaneous presentations (AILA or TESOL), the Conference Reporter might want to do a joint report with another person or persons.

3) Format: Contributions should be typed on 8½"x 11"(or standard letter size) paper, margins not exceeding 7"x 11"(18 x 28cm). As a general rule, we will attempt to devote more space to L2 conferences than to conferences in related fields.

4) Style: (a) include full names, affiliations (including department and institution), and mailing address of all researchers. Addresses are of particular importance so that readers can contact researchers directly if they are interested in their work and wish to get further information. Write out names of institutions and addresses in full. Abbreviations and acronyms can be included in parentheses; (b) the body of the report should be in English, however, bibliographical entries and publications could be included in the original language; check carefully for accents and spelling of any entries that are not in English as we may not be able to do any proofreading in that particular language. [Although there is no preferred style for SLANT reports (e.g. MLA, LSA, etc.), please be consistent in the style you use in bibliographical entries.]

ANNOUNCEMENTS

COURSES AND PROGRAMS

University of Birmingham, M.A. in Applied Linguistics (with particular reference to English for Specific Purposes):

Applications are invited from experienced teachers of EFL for admission to a new two-year sandwich course, combining work in post

with one term's intensive study on the Birmingham campus each year.

Application forms and details from the Registry, Faculty of Arts, University of Birmingham, P.O. Box 363, Edgbaston, Birmingham B15 2TT, England. Further details from Chris Kennedy (ext. 2033) or Richard Mead (ext. 3646), English Language Research, University of Birmingham 021-472-1301*

▷ Simon Fraser University Graduate Program in Educational Practice:

The Simon Fraser University Faculty of Education announces its Graduate Program in Educational Practice, English as a Second Language Emphasis. The graduate program in English as a Second Language is designed for persons seeking to improve their competence in the areas of curriculum development, classroom implementation of programs, research in the acquisition of English as a second language, supervision of teachers, administration of school programs. Core courses in the program are provided by the Faculty of Education and the Department of Languages, Literatures and Linguistics. Options are available in the Department of Psychology, English and Sociology and Anthropology.

The program consists of six courses and two special projects (or a thesis) or seven courses and one special project. The courses are Research and Development Strategies in Education, Developing Educational Programs, Seminar in English as a Second Language, Curriculum and Instruction in English as a Second Language, Phonology, Morphology and Syntax, and Seminar in Experimental Design for the Applied Linguist.

For further information, contact: Dr. Gloria Sampson, Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6 Canada (604) 291-4484. For application forms, contact: Director of Graduate Programs, Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6, Canada (604) 291-4787.

▷ ASU M.A. Program in English:

Arizona State University, Department of English, announces the Master of Arts Degree with concentrations in Linguistics and Teaching English as a Second Language.

The Master of Arts Degree - Concentration in Teaching English as a Second Language: This program leads to a 30-hour Master of Arts degree in English. Students will be required to take "Seminar in English as a Second Language" in the program. Also required is a knowledge of the material covered in at least five areas of study. The candidates will be expected to show competency through examination

*For further information on the proposed program, see SLANT, Vol. IX, No. 1, p. 71.

in three of the areas below, one of which must be "Methods of Second Language Pedagogy." By submitting a grade of "B" or better in a 400 or 500 level course agreed upon between the advisor and the student in two additional areas, the student will satisfy the remaining requirement: Articulatory Phonetics and English Phonology, Contrastive Linguistics and Error Analysis, Developmental Psycholinguistics, General Linguistic Theory, History of the English Language, Methods of Second Language Pedagogy, Modern English Grammar, Semantic Theory, Sociolinguistic Theory. Students will be expected to have had nine hours of British or American literature (these may be undergraduate hours and may be taken before the program is begun). They must also complete at least 30 hours of graduate courses, 15 of which must be at the 500 level. They will be required to write a thesis or take the course "Individual Research Problem." Candidates must also give evidence of a reading knowledge of French, German, Spanish, Russian or another suitable language approved by the student's advisor.

The Master of Arts Degree - Concentration in English Linguistics: One upper-division linguistics course is prerequisite for entrance into the program. Students are expected to take four core courses: Bibliography, English phonology, English grammar, and semantic theory; and a comprehensive examination in general linguistics and two other areas chosen from the following: Applied Linguistics, Historical Linguistics, Modern Grammar, Phonetics and Phonology, Psycholinguistics, Semantic Theory, Sociolinguistics. Students will be expected to have had nine hours of British or American literature (these may be undergraduate hours and may be taken before the program is begun). They must complete at least 30 hours of graduate courses, 15 of which must be at the 500 level; and to write a thesis in linguistics. Candidates must also give evidence of a reading knowledge of French, German, Spanish, Russian or another suitable language approved by the student's advisor.

English Skills Program: The English Skills Program is open to international students who seek to improve their language proficiency. Instruction in the program concentrates on developing the skills of listening, reading, speaking and writing. The program is structured on three levels: elementary, intermediate and advanced. Each entering student is tested to determine placement in an appropriate level. Throughout the program, students will be tested and may be moved from one level to another. At each level, students attend classes five hours each day, five days a week. In addition, they devote a portion of each day to class work in the language laboratory. Dr. James W. Ney is the director of the program, and Dr. George Landon is assistant director. A certificate of proficiency is awarded at the successful completion of the program, but no college credit is given.

During the past few years, ASU has been the host institution for meetings of the Rocky Mountain Modern Language Association, the Linguistic Association of the Southwest (LASSO), and the SouthWest Areal Language and Linguistics Workshop (SWALLOW) and SIETAR, not to mention the Arizona Bilingual Council and Arizona English Teachers Association. Linguists who have spoken recently at ASU include Dillard, Spolsky,

Underwood, Leap, Crymes, Lakoff (George), Nickel, both Troikes, Akmajian, Lehrer, Bills, Tarpley, and Luthy.

The linguists in our English Department, many of whom have national reputations include D'Angelo, Lamberts, Ney, Nilsen, Shafer, Brink, Faltz, Strauss, Meyers, O'Hearn, Altwerger, and Schmid. We also have twelve linguistics TA's: Baker, Brunty, Carrasco, Frestedt, Hickman, Hickman, Johnson, Magowan, Perkins, Rowley, Sanchez, and Strange.

We have a truly interdepartmental linguistics program, with linguists from the English Department cooperating with linguists from Anthropology, Foreign Languages, Psychology, Speech, and Education. We have a proposal being developed for a new PhD Degree combining the areas of Linguistics, Rhetoric and Composition, and Literature.

Costs: The full-time, in-state registration and tuition fee for graduate students is $302.50 per semester. The registration and tuition fee for out-of-state graduate students is as follows (per semester): 12 hours and over, $1155.00; 11 hours, $1084.00; 10 hours, $1013.00; 9 hours, $942.00; 8 hours, $871.00; 7 hours, $800.00; 6 hours or less, $33.00 per semester hour.

For information about housing, please contact the University Housing Office.

Assistantships and fellowships are available for qualified candidates. Applications may be requested at the time of application for admission.

If you are interested in any of our programs, please write to Don L. F. Nilsen, Chair, Linguistics and TESL, Arizona State University, Tempe, Arizona 85281.

PUBLICATIONS

Cross Currents is a biannual journal of communication, language, and cross-cultural skills published by the Language Institute of Japan. Major emphasis is on practical ideas and suggestions for classroom use with primary focus on Japanese students of English. Japanese summaries of all articles are provided in each issue. Manuscripts are currently being solicited. Please address correspondence to the General Editor, Cross Currents, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Japan 250.

PUBLICATIONS RECEIVED

SLANT continues to receive a number of publications on a complimentary and exchange basis. These publications are indexed and kept on reserve in the San Francisco State University library and are available there for use by students at San Francisco State, as well as members of the L2 community in general. These publications provide a rich source of news in second language acquisition and related fields. As we con-

tinue to receive these publication, we will try to pass on items of interest to SLANT readers. If you have a publication that is related to studies in second language acquisition and would like to exchange with SLANT on a complimentary basis, please contact the Editors.

California Linguistic Newsletter, Vol. XI, No. 1, October 1979 and Vol. XI, No. 2, November 1979.

Canadian Modern Language Review, Vol. 35, No. 4, May 1979.

The Carrier Pidgin, September 1979.

Cross Currents: Communication/Language/Cross Cultural Skills, Vol. VI, No. 1, 1979 (The Language Institute of Japan).

Doshisha Studies in English No. 21, March 1979 (Department of English, Doshisha University, Kyoto, Japan).

English Around the World No. 20, May 1979 and No. 21, November 1979.

English for Specific Purposes No. 25, April 1979 (ELI, Oregon State University, Corvallis, Oregon).

ERIC/CLL News Bulletin, May 1978-June 1979.

Forum Newsletter, National Clearinghouse for Bilingual Education, September 1978--June/July 1979

International Journal of Psycholinguistics, Vol. 5, No. 3, 1978.

Journal of Research in Reading, Vol. 1, No. 1, 1978; Vol. 1, No. 2, 1978; Vol. 2, No. 1, 1979; Vol. 2, No. 2, 1979.

SLANT WELCOMES VISITORS

This year SLANT has had the pleasure of welcoming a number of visitors to the San Francisco Bay Area, some of them to San Francisco State University and SLANT. Among our recent visitors have been:

Jan Klima, University of Bratislava, Czechoslovakia (Visiting Professor at San Francisco State University, Fall 1978)

Jürgen Meisel, Gesamthochschule Wuppertal, West German (participant at the 1979 Stanford Child Language Research Forum)

T. J. van Els, Centre for Applied Linguistics, University of Nijmegen, The Netherlands (Guest lecturer at University of California, Berkeley)

Guus Extra, Centre for Applied Linguistics, University of Nijmegen, The Netherlands (Visiting Scholar at Stanford University, 1978-1979)

Mei-yi Liu, Department of Foreign Languages, Southwestern Teachers' College, Chongqing, PRC (People's Republic of China)

Jan Ulijn, Eindhoven University of Technology, The Netherlands
(Visiting Scholar at Stanford University 1979-80)
Svenka Savič, Institut za Lingvistiku, Novi Sad, Yugoslavia
(Visiting Scholar at University of California at Berkeley, 1979-80)

We encourage visitors to the Bay Area to stop in at San Francisco State University and share news of their work with the SLANT staff and readers there.

RESUMES OF RESEARCH IN PROGRESS

Please remember to send in your resumes of research in progress to share your work and ideas with other SLANT readers. Resumes should be approximately 200 words in length and should include a brief description of subjects, data collection procedures, data analysis, and languages involved. Deadline for inclusion in the Spring issue: March 1, 1980. Send to: Research Resumes, SLANT Newsletter, English Department c/o Graham Wilson, San Francisco State University, San Francisco, CA 94132, U.S.A.

- 310 Literacy Project, D. Sanchez, K. O'Neill, E. Reyes, and A. Lee (Fremont Union High School District - Adult Education, 10511 S. Tantau Avenue, Cupertino, CA 95014)

This Federally-funded two-year project will design, field test and disseminate a diagnostic instrument which evaluates the reading skills of ESL students.

The diagnostic test will be based on the linquistic variables of the four most common first languages among adult ESL students in California: Spanish, Cantonese/Mandarin, Vietnamese and Persian. The test will provide teachers with characteristics of language processing that speakers of these four language groups bring to the ESL reading process.

- The Role of Interlingual Lexical Contrasts in L1, L2 and L3 Reading and Writing, Jan Ulijn (Visiting Scholar, Stanford University, normally at Eindhoven University of Technology, The Netherlands)

Most studies on foreign language acquisition deal with one first language and one second language in one brain. What often happens is that several foreign languages are acquired or used either simultaneously or successively. Such is the case of the Dutch engineering student who has to cope with English, French, German and Russian technical literature at the same time, or immigrants to the United States who have a good working knowledge of language(s) other than English (and their mothe tongue).

Contrastive Analysis, Interlanguage and Identity (L1=L2) hypotheses are not always successful in their explanation of the role of the mother tongue in foreign language acquisition. Thus, a model of the language user in man is considered, based on empirical evidence, mostly

from the literature on the psychology of language. This allows us to rethink the relationship between conceptual system and lexicon when several languages co-occur (e.g., bilingualism or multilingualism).

In this research, we will try to unravel the complex role of L1 and L2 lexicon in L2 and L3 reading and writing. Contrasts between English (L2 and L3) and French (L2) are varied according to two dimensions: conceptual structure and linguistic form. The main types under investigation are cognates, formal contrasts and misleading cognates. They are examined for: reading, through underlined words in isolated sentences to be matched to one of a given series of pictures; and in writing, with blanks in isolated sentences to be filled in by "translation" of a given picture (version of the discourse-completion or selective-cloze technique).

Subjects are American students with an intermediate knowledge of French reading and writing (English (L1) and French (L2), and Vietnamese students with a good working knowledge of French reading and writing (L2) and English reading and writing (L3). Differences are predicted in the effect of lexical contrasts, according to their respective links with the conceptual system and the lexicon. Possible data analysis techniques are: analysis of variance, X^2 tests, rank correlation coefficients and t-tests. Results will be relevant for lexical acquisition in L2 or L3 with a given L1 or L2 in foreign language acquisition.

The investigator would like to get in touch with colleagues who are or have been involved in research on the same topic. Those with information that may benefit the project should write to: Jan Ulijn, School of Education/CERAS, Stanford University, Stanford, CA 94305. (This project receives support from the Netherlands Organization for the Advancement of Pure Research through a fellowship to the investigator.)

SUBSCRIPTION INFORMATION

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